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ABSTRACT

Sixty-six community college career education programs in 30 states are described in this sourcebook. The data is based on a national survey conducted by the American Association of Community and Junior Colleges. Descriptions include location, enrollment, type of geographical area (e.g., rural, suburban), and characteristics of the student population for each college. Specific program information includes program title, population served, number of people responsible for conducting the program, when and how the program was established, list of program-developed materials, availability of information and assistance, contact person at the college, and a narrative description of the program. The sourcebook is prefaced by a reprint of Kenneth Hoyt's "A Primer for Career Education" which outlines the basic nature of the career education effort as viewed by the United States Office of Education's Office of Career Education. A bibliography is included with the primer. An appendix to the document contains the survey instrument. (MB)

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Career Education in Community Colleges:
A Sourcebook

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Contents

	Page
Introduction	3
Acknowledgments	4
A Primer for Career Education, by Kenneth B. Hoyt	5
College Exhibits (alphabetically by state)	
Alabama	
Alabama Lutheran Junior College	23
Alexander City State Junior College	24
Gadsden State Junior College	25
Arizona	
Glendale Community College	26
Pima Community College	27
California	
Chabot College	28
Coastline Community College	29
Golden West College	30
Laney College	31
Merritt College	32
Moorpark College	33
Orange Coast College	34
West Valley College	35
Colorado	
Arapahoe Community College	36
Northeastern Junior College	37
Connecticut	
Mitchell College	38
Florida	
Brevard Community College	39
Broward Community College	40
Daytona Beach Community College	42
Gulf Coast Community College	43
Pensacola Junior College	44
Seminole Community College	45
Illinois	
Central YMCA Community College	46
College of Lake County	47
Oakton Community College	48
Iowa	
Iowa Central Community College	49
Kansas	
Seward County Community College	50
Maryland	
Community College of Baltimore	51
Massachusetts	
Aquinas Junior College	52
Bunker Hill Community College	53
Middlesex Community College	55
Michigan	
Grand Rapids Junior College	56
Minnesota	
Anoka Ramsey Community College	57
Mississippi	
Itawamba Junior College	58
Missouri	
St. Louis Community College at Meramec	59
Nebraska	
Southeast Community College, Lincoln Campus	60
Nevada	
Western Nevada Community College, South Campus	61
New Hampshire	
New Hampshire Vocational Technical College-Claremont	62
New Jersey	
Brookdale Community College	63
New York	
Cayuga County Community College	65
LaGuardia Community College	66
Mohawk Valley Community College	68
Niagara County Community College	69
Schenectady County Community College	70
North Carolina	
Beaufort County Technical Institute	71
Wilson County Technical Institute	72
Ohio	
Cuyahoga Community College, Eastern Campus	73
Sinclair Community College	74
Oklahoma	
Claremore Junior College	75
Tulsa Junior College	76
Oregon	
Mt. Hood Community College	77
Southwestern Oregon Community College	78
Pennsylvania	
Bucks County Community College	79
South Carolina	
Piedmont Technical College	80
Trident Technical College	81
Texas	
Eastfield College	82
Richland College	83
Virginia	
J. Sargeant Reynolds Community College	85
Lord Fairfax Community College	86
Piedmont Virginia Community College	87
Southwest Virginia Community College	88
Tidewater Community College	89
Washington	
Seattle Central Community College	90
Spokane Community College	91
Wisconsin	
Milwaukee Area Technical College	92
Wisconsin Indianhead Technical Institute	93
Appendix	94

Introduction

The concept of career education should not be confused with vocational education, community education, lifelong learning, or community-based education. The intent of career education is to eliminate the artificial, unnecessary, and unproductive separation of formal education and work. Career education includes such functions as cooperative education, experiential learning, career resource centers, career counseling, career exploration and guidance through interaction with humans and computers, placement services, and career planning classes.

Career education requires the involvement of business, labor, industry, and education in both planning and implementation. It is a collaborative effort that recognizes the wholeness of people, the desirability of purposefully combining formal education and work, and the importance, necessity, and interdependency of both.

One of the clearest, most comprehensive, and succint descriptions of career education is "A Primer for Career Education," written by Dr. Kenneth Hoyt, director, Office of Career Education, U.S. Office of Education. Dr. Hoyt has given AACJC permission to reprint the paper as part of this publication.

This sourcebook of career education functions performed by community colleges is based on a national survey conducted by AACJC early this year. Community, junior, and technical colleges were invited to complete and return the survey form if they thought they had an exemplary career education program. (A copy of the instrument and instructions sent to the 1,233 colleges listed in the 1977 AACJC *Community, Junior, and Technical College Directory* is included as an Appendix.) More than one hundred institutions returned the survey.

Unfortunately, several community colleges with excellent career education programs, which we have subsequently learned about, did not return the surveys. Therefore, *this catalog is by no means complete*. It is, nevertheless, a resource that can assist people interested in learning more about career education, especially those eager to improve career education functions at community colleges.

We have relied on the colleges for accuracy of information. Where data seemed questionable or in error, staff has attempted to make clarifications.

Community colleges with exemplary career education programs, but not listed in this sourcebook, are urged to submit information about their programs to AACJC this fall (1978). A revised and more complete listing will be prepared and distributed in the spring of 1979. When submitting information, please provide the basic data requested by the survey form in the Appendix.

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Vice President for Programs
American Association of Community
and Junior Colleges

Acknowledgments

Appreciation is expressed to the college personnel who completed and returned the lengthy survey forms. Community colleges are unceasingly asked, in some cases required, to complete long surveys on an unending multitude of topics. Therefore, a request to complete another survey is always made with some reluctance. But if people are to benefit from the experiences of others, the survey is still one of the best means to share and avoid "reinventing the wheel."

Thanks is also expressed to Sylvia Forsythe for editing the responses and preparing the final manuscript, to Cheryl Cassidy for obtaining much of the basic data and preparing parts of the manuscript, and to Fran Schmerbeck at Policy Studies in Education for collecting and screening the returned survey forms.

A Primer for Career Education

Kenneth B. Hoyt

The American system of public and private education has been a major force in creating societal change. The rate of societal change created, in part through the efforts of American education, has been greater than the rate of change taking place within the education system itself. As a result, American education has been subjected to much criticism in the last 20 years. Much of this criticism has been directed toward a perceived failure of education to help students leaving the system understand and capitalize on the changing relationships between education and work. Some concerned with this problem have suggested creation of an alternative system of education as a solution. In view of the proven long history of success enjoyed by the American system of education, this would seem to represent a tragic mistake. Instead, it would be much better to refocus our current educational system in ways that reflect changes in society.

Changing Education/Work Relationships

Two words—"education" and "work"—have played significant roles in making and keeping America a great nation. Both words have come in for much criticism from many segments of society in recent years. It is essential that both words—"education" and "work"—regain their former places as needed and valued parts of American society. One reason why these two words have come in for criticism is that relationships between education and work have changed, but education has failed to change in ways that properly reflect these changing relationships. The career education effort plays both a supportive and a participatory role in bringing about changes in American education that reflect these changing patterns of education/work relationships. The most basic of these are identified below.

Supportive Changes

FROM an assumption that says a general education alone is the best preparation for work TO an assumption that says both general education and a set of specific marketable vocational skills are increasingly necessary for entry into the world of paid employment. More and more often, those school leavers who tell an employer they can do "anything" are perceived as being equipped to make few immediate contributions to employer productivity. Thus, career education advocates support an increased societal emphasis on vocational education at the secondary school level, on technical/occupational education at the postsecondary, sub-baccalaureate degree level, on professional specialization at the college and university levels, and on various forms of specific vocational skill training offered by business, labor, and industry outside the formal education system. On the other hand, no claim is made that such emphases are career education.

FROM an assumption that says youth is that period of life in which one prepares for work TO an assumption that says most individuals will find it increasingly necessary to combine education and work during large portions of their adult lives. American education cannot be said to have adequately met the goal of education as preparation for work if its efforts are limited to preparing school leavers only to make the transition from school to work. In addition, persons must be prepared to make the transition from work to school and, even more important, to combine school with work during various portions of their adult lives. Thus, career education advocates support the general concept of lifelong learning. When the question is asked "lifelong learning for what?" career education claims to represent one kind of answer to that question. Thus, career education is correctly viewed as part of lifelong learning, but not at all synonymous with the term "lifelong learning." Career education is supportive of the lifelong learning concept.

Participatory Changes

FROM an assumption that says American education has attained the goal of education as preparation for work when it has prepared school leavers to enter the world of paid employment TO an assumption that says the goal of education as preparation for work must include an emphasis on preparing school leavers to change with change in the world of paid employment. The greatest certainty facing today's youth is the certainty of uncertainty—the certainty of rapid change. In addition to preparing youth to enter the world of paid employment, education must accept an additional responsibility of preparing youth to change with changes in the occupational society in ways that are most beneficial to the individual. Even occupations that retain their same titles are changing, and will continue to change in the specific nature of duties and skills associated with such occupations. The individual must be prepared to change at least as rapidly as change comes within the occupational society. Whether or not occupations choose to change people, people will certainly choose to change their occupations. Thus, in addition to specific vocational skills, school leavers must be equipped with career decision-making skills, job-seeking skills, job-getting skills, and job-holding skills. A significant part of the career education effort concerns itself with making sure that all school leavers are equipped with such skills. In addition, American education must increase its efforts, and its effectiveness, in equipping school leavers with both the basic academic skills and with basic good work habits that will be essential no matter what occupations they may change to during their adult lives. Career education seeks to make direct contributions to equipping students with these skills also.

FROM an assumption that says the best way to prepare youth for the world of paid employment is to

lock them up in a schoolhouse and keep them away from that world TO an assumption that says both the world of schooling and the world of paid employment must become part of the student's real world. American education has never been able to effectively simulate the world of paid employment within the school building and, in today's increasingly complex occupational society, it is becoming more and more obvious that this cannot be done. The world of schooling and the world of paid employment have been two separate worlds for far too long. We must cease wondering why youth have difficulty making the transition from one of these worlds to the other, and expose them instead to both worlds. Students must be given an opportunity to become aware of and explore occupations through direct interaction with the physical and personnel resources of the business/labor/industry/professional/government community. Work experience—paid and/or unpaid—must become an educational methodology available to all students, not simply remain as an alternative educational program for those students who fail to profit from the academic curriculum. Students can and do learn in more ways than simply through reading, in more places than simply school buildings, and from more persons than simply certified teachers. Career education seeks to involve the broader community in a collaborative partnership with educators in attaining the goal of education as preparation for work.

FROM an assumption that says the more years one spends in school, the better equipped he/she is for work TO an assumption that says the optimum kind and amount of education required as preparation for work will vary widely from occupation to occupation. A college degree is no longer the best and surest route to occupational success, and it is important that this be understood by both students and their parents. While the multiple educational goals of college education may well be increasing in importance, the pure economic advantage of the college degree is on the decline. It is important that, in terms of the goal of education as preparation for work, various forms of postsecondary education—including those outside the structure of formal education—be viewed as differing in kind rather than in intrinsic worth. Further, the educational goals of the institution should bear some direct relationship to the student's educational goals. To the extent that education as preparation for work represents a goal important to the student, the educational institution has a responsibility for clearly stating the importance it attaches to that goal and the ways in which it seeks to meet it. Career education's efforts are strongly oriented toward helping both students and educational institutions understand and act upon the relative importance that the goal of education as preparation for work holds both for the student and for the institution.

FROM an assumption that says jobs choose people—people don't choose jobs TO an assumption that says it is important that student self understanding and understanding of the world of paid employment be emphasized in ways that allow students to have maximum control over their own destinies. American education has a responsibility to teach all students basic understandings of economic education, of the nature and goals of organized labor, and the basic principles of the free enterprise system. It is equally important that today's students be given opportunities to increase their self-understandings of work interests, aptitudes, and values through an experiential approach to learning. A large and significant part of the career education effort is aimed at helping students acquire such knowledge and understandings.

FROM an assumption that says the very best educational and occupational opportunities should be reserved for white, able-bodied males TO an assumption that says the full range of educational and occupational opportunities must be made available, to the greatest possible extent, to minority persons, handicapped persons, and women as to all others in society. Educational and occupational stereotyping is a social disease in America today. Laws have been passed in recent years aimed at eliminating such biases from educational and occupational admittance practices. American education, however, has not responded adequately either in terms of making students aware of such laws or, more importantly, of the societal values that led to enactment of such laws. The elimination of stereotyping cannot be accomplished by laws alone. In addition, conscious and conscientious attempts to eliminate stereotyping must become an integral part of the content and practice of American education. Refocusing American education in ways that will make this a reality represents an important part of the career education effort.

FROM an assumption that says the goal of education as preparation for work should be directed exclusively toward the world of paid employment TO an assumption that says the goal of education as preparation for work must include unpaid work performed in life as well as work in the world of paid employment. Volunteerism is on the rise in American society. The amount of leisure time available to persons is on the increase. The growing presence of women in the work force has great implications for changing home/family patterns in the United States. Yet, by and large, none of these major societal changes have been reflected in basic patterns of educational change. A very important part of the career education effort is directed toward equipping students with the knowledge, understandings, and values that will help them utilize such societal changes in developing a fuller and more satisfying lifestyle for themselves.

FROM an assumption that says the goal of education as preparation for employment should be primarily concerned with JOBS TO an assumption that says education as preparation for employment should be concerned with WORK as well as with JOBS. It appears that there are many more persons looking for *jobs* than are looking for *work* in today's occupational society. American society appears to have largely rejected the traditional work ethic without recognizing the absolute necessity of replacing it with a personally meaningful set of work values. American education has concentrated relatively more attention on helping students answer the question "What work will you choose to do?" than on the more basically important question of "Why will you choose to work?" Work must be viewed more as a human right than as a

societal obligation. The career education effort places central importance on changing American education in ways that recognize this basic and important change that has come to American society.

Each of these changes grows out of changes in the occupational society and in the broader society to which the world of paid employment belongs. Each represents a change that seems certain to grow in nature and significance in the years ahead. Unless American education is refocused in ways that reflect and provide for helping students cope with such changes, it will have been less than successful in attaining the goal of education as preparation for work. Career education represents an effort to refocus American education in ways that properly and appropriately reflect these changing relationships.

Meaning and Goals of Career Education

Career education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.*

The word "refocusing" in this definition is two-pronged in meaning. First, it means a more proper emphasis on the importance of education as preparation for work among the basic goals of education. If a proper emphasis is placed on this goal, the goal itself will neither be ignored nor will it become the exclusive goal of any publicly supported educational institution. Instead, it will become one among several basic educational goals for all who teach and for all who learn at all levels of education—from the elementary school years through the entire college/university and adult/recurrent/continuing education system. At the elementary school level, professional educators will recognize and act on their responsibilities to provide pupils with basic academic skills, good work habits, work values, attitudes regarding stereotyping, and the beginnings of self-understanding as well as understanding of the world of work. In secondary schools, the goal of education as preparation for work will be accepted as important by both teachers and students in the academic curriculum as well as by those in vocational education. In publicly supported colleges and universities, attainment of this goal will be evident through actions of both the teaching faculty and the student personnel services of the institution. At the adult/recurrent/continuing education level, one of the reasons for offering programs will be to meet the goal of education as preparation for paid and/or unpaid work.

Second, the word "refocusing" in this definition is intended to imply that a more appropriate emphasis be placed on the goal of education as preparation for work. If this goal is to be interpreted appropriately in these times, it must extend considerably beyond the former meaning of equipping a certain segment of the student body with specific vocational skills required for entry into the occupational society. To this obviously important aspect, American education must add a concern for equipping students with skills required to change with change in the occupational society, skills required for engaging in work as productive use of leisure time, and skills required for engaging in work in America's changing home/family structure.

The term "American education" in this definition is intended to cover both public education and private education at all levels. It is emphasized here because of the importance of the goal of education as preparation for work holds for publicly supported parts of our formal system of American education. If the institution is supported by public funds, career education seeks to have the goal of education as preparation for work included among the basic goals of the education system. If, on the other hand, one thinks about the private school system in America, career education becomes an opportunity rather than a necessary obligation to adopt and to implement this goal.

The "broader community" in this definition is intended to cover the business/labor/industry/professional/government community, community service and church organizations, and the home/family structure. The obvious implication is that career education is a concept that cannot be effectively implemented solely through the efforts of the formal system of American education. Part of the credit for whatever success career education attains must be given to persons in the broader community. Similarly, if career education fails, part of the responsibility for failure must be shared by the broader community. The career education concept demands that the formal education system be a part of the community, not apart *from* the community. It recognizes that community resources exist that are needed for career education's success and that, under no circumstances, could the education system provide those resources itself.

The "knowledge" referred to in this definition includes self-understanding, understanding of the economic system, of educational and occupational opportunities, of ways for making productive use of leisure time and for functioning as home/family members. The "skills" refer to decision-making skills, job-seeking, job-getting, job-holding skills, skills required for making the transition from school to work, from work to school, and for combining school with work. The "attitudes" referred to in this definition include attitudes toward work and attitudes regarding the need to combat stereotyping in American society.

In this definition, the word "meaningful" is intended to mean that the individual recognizes the societal importance and contributions of the work she/he performs. The word "productive" is intended to mean that the work performed does, in fact, provide benefits to the individual and/or to others. The word "satisfying" is intended to mean that the individual feels more worthwhile as a human being because of the work he/she has performed.

Underlying the entire definition is the crucial importance attached to the meaning of the word "work" in career education. "Work" is defined as *conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.* This definition is intended to use the word "work" to

emphasize the human need of all human beings to do—to accomplish—to achieve. The key thing to recognize is that, in this definition, what is "work" is individualistically decided by the person, not by the nature of the task. What is work to one person may well be drudgery to another. The human need to work will, hopefully, be met by many persons in the world of paid employment. It may be met by others in productive use of leisure time, in volunteerism, or in duties performed as a fulltime homemaker who is not employed for wages.

Differences Between Career and Vocational Education

Since the term "career education" was first introduced, widespread confusion has existed regarding the differences in meaning between "career education" and "vocational education." It is important that these differences be clearly specified in this paper.

First, while both vocational education and career education represent means used to attain the goal of education as preparation for work, they do so in quite different ways. Vocational education represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society. Career education's main thrust is on providing students with skills and attitudes necessary for changing with change in the occupational society including: (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work values.

Second, while vocational education, by definition, represents an instructional program designed to meet the needs of a segment of the student body at the secondary and postsecondary, sub-baccalaureate level, career education represents an effort designed to be threaded through all instructional programs at all levels of education—from early elementary school years through the college/university and adult education system. Vocational education is defined in terms of courses and is an instructional program. Career education is defined as a systemwide effort, but not in terms of courses or instructional programs.

Third, vocational education concerns itself, as presently structured, almost entirely with the world of paid employment. Career education, on the other hand, is concerned about both paid and unpaid work.

Fourth, vocational education, as an instructional program, is something taught by persons called "vocational educators." Career education, as a systemwide effort, is something that hopefully will be taught, through a threading/weaving process, by all educators, not by a special kind of teacher called a "career educator."

Fifth, while vocational education concentrates its efforts on specific vocational skills, career education seeks to add an emphasis on the importance of general career skills gained through the so-called "academic disciplines." For example, career education emphasizes the importance of communications skills, critical thinking skills, logical reasoning skills, and competitive skills as ones that are useful in advancing in a very wide array of occupations.

Vocational education and career education, then, represent two distinctly different thrusts toward attainment of the goal of education as preparation for work. They are not at all the same thing. This in no way means that vocational educators, like all other educators, are not actually engaged in career education. They obviously are and have been for many years prior to the time the term "career education" was introduced. To point out the basic differences between vocational education and career education is, in no way, intended to discourage or downplay the involvement of vocational educators in the total career education effort. Rather, it is simply intended to point out differences in the major thrusts of vocational education and of career education.

Much of the original confusion in these two terms resulted from early efforts of career education to assume total responsibility for refocusing American education in terms of the goal of education as preparation for work. Now that the career education movement has matured to the point where it clearly seeks to assume responsibility for only part of this general goal, this confusion should subisde. Rather than viewing vocational education as a component of career education (as was done in the beginning), it is now clear that "career education" and "vocational education" represent two obviously needed, but obviously quite different, approaches to meeting the goal of education as preparation for work. Both the great need to add career education and the equally great need to continue education's traditional emphasis on vocational education would be lost if career education tried to engulf vocational education in its definition.

With this conceptual view, it makes no more sense to view vocational education as part of career education than to view English education as part of career education. Both vocational education and English education represent bodies of knowledge that have been packaged into courses of instruction. The content of all such courses is valuable in meeting the goal of education as preparation for work. In addition to the course content, teachers of all such courses are being asked to thread the content of career education into the teaching/learning process. Both vocational educators and English educators have significant roles to play in the career education effort.

Career Education and Academic Skills

A fundamental grounding in the basic academic skills is increasingly becoming a prerequisite for success in the world of paid employment. It becomes even more important to those faced with problems of changing occupations and acquiring a completely different set of entry-level vocational skills. In recent years, a very great deal of criticism has been directed toward American elementary and secondary education for perceived failure to adequately equip many school leavers with the basic academic skills. The call for "back to basics" is strong and becoming stronger in many parts of the nation. It is not surprising, then, that some persons, when faced with questions regarding directions American education should take with respect to change, raise the question, "Do we need to

concentrate on the basic skills or do we need to concentrate on career education?"

Rather than participate in an argument regarding which is more important, career education has sought to be regarded, in part, as a vehicle for use in increasing the basic academic skills. That is, rather than choosing between a back-to-basics and a career education approach to educational refocus, career education advocates have proposed that career education can be viewed as one of several possible answers that might appropriately be given to the question, *"How* do we get back to the basics?"

Any person concerned with the need for a back-to-basics thrust in American education must, of necessity, look to the teaching/learning process in seeking answers. Career education seeks, in its implementation, four basic changes in the teaching/learning process, each of which is designed to make contributions toward increasing academic achievement in the classroom. Each deserves brief discussion.

First, career education seeks to serve as a vehicle for bringing a sense of meaningfulness and purposefulness to the teaching/learning process on the part of both students and teachers. Other things being equal (and we know many variables are involved), one means of increasing academic achievement is to put students who want to learn in classes with teachers who want to teach. A career education effort, by emphasizing that one of the reasons why it is important to learn this subject matter is that people use it in their work, can serve as a means of motivating teachers to want to teach.

This, of course, is the matter of relevancy that was so popular in education only a few years ago. The primary problem with the relevancy movement was that its proponents often forgot to ask questions regarding "relevancy for whom?" and "relevancy when?" There was no way such questions could be adequately answered so long as the relevancy advocates ignored the need for universal appeal of their approaches or tried to make things relevant in terms of the immediate moment. Career education has two obvious advantages here: (a) since almost all students perceive themselves, from a very early age, as individuals who will work someday; and (b) since the basic academic skills can easily be pictured as necessary for almost *all* kinds of work, career education can be a motivational approach that is appealing to almost all students on a long-term basis. It is a way of giving a long term and deeper sense of purposefulness to both students and teachers. If this can be done, achievement should increase.

Second, career education seeks to change the teaching/learning process through consciously emphasizing the positive accomplishments of students. Too many teachers, instead of giving pupils rewards for what they have done, emphasize to students what they have failed to do. Instead of helping the pupil recognize that she/he has accomplished "X" amount, too many teachers emphasize that "Y" amount yet remains to be done. Instead of giving pupils credit for doing the best they can, too many teachers emphasize to pupils that others did better. Career education seeks to reverse this kind of negative reinforcement and substitute, instead, a positive reinforcement system where pupils receive rewards, rather than punishment, when they work in the classroom. The assumption is that, if we want pupils to work harder in the future, we must reward work when it is accomplished.

Third, career education seeks to increase variety in the teaching/learning process through active involvement of the broader community. In doing so, it is simply necessary to recognize that pupils can and do learn in more ways than simply through reading, in more places than simply in the classroom, and from more persons than simply certified teachers. The assumption is that, by inserting variety into the teaching/learning process, probabilities of increasing pupil motivation to learn will increase.

Fourth, career education seeks to establish a conscious and conscientious effort, in every classroom, to emphasize and reward the practice of good work habits. This includes an emphasis that urges each pupil to: (a) come to school (i.e., to work) on time; (b) do the best she/he can do; (c) finish an assignment that has been given; and (c) cooperate with his/her fellow pupils (i.e., workers). If pupils can be taught to practice good work habits in the classroom, the assumption is made that those habits will be useful both in learning the basic skills and in the pupil's later life as an adult worker.

These four basic approaches to increasing productivity: (a) providing workers with an understanding of the importance of the work to be performed; (b) rewarding work when it occurs; (c) introducing variety into the work place; and (d) emphasizing the importance of using good work habits, have been used for many years as means of increasing industrial productivity. Career education simply assumes that, if applied to the teaching/learning process, they can also be used to increase educational productivity. Evidence now available lends some credence to this assumption.

In claiming that career education can be a useful vehicle for use in increasing basic academic achievement, it should be made clear that career education has never claimed that it is the sole—nor even the most important—answer to this problem. Obviously, the professional and personal qualifications of the teacher must be considered as the key factor to be considered. Other possible contributing factors include such variables as the quality and quantity of learning resources, socioeconomic factors, class size, and the amount of money expended per pupil in one school district as opposed to another. Career education seeks to neither play down the importance of such additional factors nor to substitute for them. Rather, it simply claims that a career education approach to the teaching/learning process holds positive potential for use as a vehicle for improving basic academic achievement.

Career Education, Guidance, and Development

Recently, the terms "career education," "career guidance," and "career development" have been used by many as though they were synonymous terms. It is

essential that basic differences in the meanings of these terms be clearly understood.

Career development refers to a developmental process, extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total lifestyle. As such, career development is best thought of as part of human growth and development. As a process, it is typically thought of in the developmental stages of career awareness, career exploration, career decision making, career planning and preparation, career establishment, career maintenance, and career decline. Both career education and career guidance use the career development process as a philosophical/research basis for their conceptual and implementation efforts.

Career guidance is best thought of as a set of services devised and operated for purposes of assisting persons in the career development process. As a set of services, career guidance includes: (1) services designed to provide the individual with a more positive self concept; (2) services designed to increase the individual's self understanding; (3) services designed to increase the individual's understanding of educational and occupational opportunities available to him/her; (4) services designed to assist the individual in the career decision-making process; and (5) services designed to help individuals implement decisions they have made. Obviously, the career education effort is, in part, designed to also make sure that individuals receive these same services. In this sense, too, career education and career guidance are very similar.

Two important operational differences, however, exist between what is commonly regarded as career guidance as opposed to career education. One concerns itself with the fact that the term "career guidance" has typically been thought of primarily as one role of the professional counselor. Career education advocates have maintained that the career guidance function is one that requires the participation of classroom teachers, members of the home/family structure, and members of the business/labor/industry/professional/government community *in addition to* the efforts of the professional counselor. Recently, several leaders in the counseling and guidance field have pictured the need for involvement of all of these kinds of persons, in a coordinated team effort, with the professional counselor being but one member of that team. To the extent this view of expansion in kinds of persons involved in the career guidance process gains in popularity, then the terms "career guidance" and "career education" will, in fact, have much in common. If this view prevails, then *there is no essential difference between the professional counselor's role in career guidance and his/her role in career education*. This, of course, is not to say that the professional counselor, in most educational settings, is charged with the career guidance function.

The remaining way in which the terms "career guidance" and "career education" differ in meaning is the strong emphasis career education places on the teaching/learning process, in addition to the career development process, as a basis for its conceptual efforts. Career guidance, on the other hand, uses the career development process as its *prime* basis for conceptualization. In this way, the two terms "career guidance" and "career education" cannot and will not become synonymous in meaning.

Infusion/Threading/Weaving

Most career education advocates have recommended that the skills, knowledges, and attitudes students receive as a result of the career education effort should *not* be packaged in a formal career education course or series of courses. Instead, the common recommendation is that they be infused, threaded, or woven into the content of existing courses in the curriculum.

There are three basic reasons why this recommendation has been made. First, and most important, it must be remembered that career education seeks to refocus the entire education system in ways that will bring a more proper and appropriate emphasis to the goal of education as preparation for work. If the skills, knowledges, and attitudes to be transmitted through a career education effort were to be transmitted through addition of a new course, the result would be an "add-on" but not a refocus of the system. Those educators, other than the career education teacher, would likely feel that they have little, if any, responsibility for changing their behaviors or increasing their own understanding. The result would be that career education's potential for contributing to increases in pupil academic achievement would be greatly decreased.

Second, the skills, knowledges, and attitudes career education seeks to transmit to students can, by and large, be effectively and naturally given to students as part of the regular educational process. Moreover, many teachers and counselors were already engaged in these kinds of activities long before the term "career education" was coined. In addition, if a new kind of career education course were added to today's already over-crowded curriculum, decisions would have to be made regarding what parts of the existing curriculum should be abandoned. It simply does not appear to be good logic to think about transmitting career education to students through the mechanism of an entirely new course.

Third, to use the new course approach would inevitably lead to sizeable increases in the cost of public education. Staff salaries and physical equipment (including classroom space) are the major items involved in any school budget. In these times, the common public call is to make education most cost effective, not to make it still more costly. If, to implement career education, sizeable increases in the education budget were to be required, it is highly doubtful if many educational institutions would be either able or inclined to move rapidly. In view of the fact that it does not appear to be essential that the "new course" approach be taken, it would be extremely difficult to justify this approach with those now concerned with holding down the costs of education.

The basic rationale behind advocating the infusing/threading/weaving approach is that *pupils can* ac-

quire the skills, knowledges, and attitudes career education seeks to convey while simultaneously being motivated to learn and to increase the amount of subject matter actually learned. Illustrative examples include: (a) pupils can become more aware of the nature of the world of paid employment and simultaneously learn the importance of the basic academic skills for attaining success in the occupational society; (b) pupils can explore their interest in possible careers and simultaneously learn why subjects they are taking in school are essential for success in those careers; (c) pupils can learn both about the free enterprise system and increase their skills in basic mathematics if the mathematics problems they are given are related to free enterprise concerns; (d) pupils can increase their reading effectiveness by reading about careers in which they have expressed interest while simultaneously learning more about those careers; (3) pupils can be motivated to learn foreign languages more effectively if teachers use examples of how people use foreign languages in their work as part of the teaching/learning process; and (f) pupils can learn decision-making skills if an activity-oriented approach to teaching is utilized that demands students to make decisions.

Because the infusion/threading/weaving approach can be pictured as both effective and practical does not mean that it is easy to implement. Major problems exist with reference to inservice education that must be solved. These problems are discussed later in this paper.

Collaboration in Career Education

The word "collaboration," as used in career education, is intended to imply the need for action and policy formulation responsibilities to be assumed by non-educators as well as by educators in implementing career education. It is essential that persons, agencies, and organizations outside the structure of formal education be given part of the credit wherever career education succeeds. The prime reason for this is that it is equally essential that they be given part of the blame if career education implementation efforts fail in any given community. The essential rationale behind this approach can be seen by considering the differences in meaning between the words "cooperation" and "collaboration." The word "cooperation" would be an appropriate one to use were career education to be viewed as education's program and problem. In that case, persons from the broader community could be called upon to cooperate with the education system in solving the education system's problem. However, long-run accountability for the success, or failure, of the effort would rest squarely on the education system.

The word "collaboration," on the other hand, implies that career education is a community problem, not simply a problem for the education system. To the extent this is true—and career education advocates claim it is—then a set of community action responsibilities which can be performed by persons in the broader community but not by educators must be identified and accepted. Moreover, if career education is to be viewed as a community effort, then policy formulation for career education cannot sensibly be left only in the hands of educators.

Three distinct community segments are vital to collaboration in career education. First, the business/labor/industry/professional/government community must assume an active participatory role. That role begins with assuming responsibility for participating in inservice education of educators aimed at helping educators better understand the world of paid employment outside of education. In addition, that community segment must be willing to assume responsibility for serving as resource persons in classrooms, for making work sites available for career awareness, career exploration, and for work experience opportunities for students. Finally, this community segment must be willing to participate in career education policy formulation with reference to questions that educators cannot be expected to answer using their own backgrounds. These include such questions as:

1. What should students know about the free enterprise system? About how to apply for and actually obtain employment?
2. What personnel and physical resources exist in the community for use in career education? How, and under what conditions, can educators contact and utilize these resources? How can the maximum number and variety of community resources be made available for use?
3. Under what circumstances should student work experience opportunities be provided? Should work experience be paid or unpaid? Should the prime purpose of work experience be exploration for the student or productivity for the employer? Or some combination of the two?
4. Who is to evaluate resource persons from the community who come into classrooms? To whom should such evaluations be reported? Who is to evaluate field trip experiences? To whom should those evaluations be reported?

Questions such as these demand joint participation of educators and persons from the business/labor/industry/professional/government community. Policy recommendations resulting from such joint participation will be essential for legal actions that school boards, labor unions, employers, and local government officials must make.

A second important community segment vital to the career education collaborative effort consists of the wide variety of existing community agencies and organizations found in almost every community who are already actively involved in helping youth in career awareness, career exploration, and career decision making. Examples of such agencies and organizations include:

- Chamber of Commerce
- Local service clubs (Rotary, Lions, Kiwanis, etc.)
- American Legion and Legion Auxiliary
- Exploring Program, Scouting, USA
- Girl Scouts of America
- Junior Achievement
- Local labor union councils
- Local apprenticeship councils

- Local CETA operations
- Local Council of Churches
- YWCA
- YMCA
- National Alliance of Businessmen
- Women's American ORT
- Council of Business and Professional Women's Clubs
- Grange
- National Urban Coalition
- National Association for Advancement of Colored People
- National Organization for Women

The above list is intended to be illustrative, not exhaustive. Organizations such as these have, for many years, been engaged—sometimes in cooperation with and sometimes independent of the formal education system—in career education activities. A community career education effort that ignores, or fails to effectively utilize, such organizations in a collaborative fashion is asking for both inefficiency and ineffectiveness. Participation of representatives of such groups in career education policy formulation and action efforts is essential. To do so, educators must rid themselves of the false notion that "education" and "schooling" are synonymous terms; that students can have learning experiences only during the school day (or the nine months of the school *year*); and that *credit* for helping youth should be given only to educators.

The third important community segment required for an effective collaborative career education effort is the home/family structure. There is no phase of career education—career awareness, career exploration, developing good work habits and personally meaningful sets of work values, reduction of stereotyping, or career planning and decision making—that should be considered "off base" for parents. Too many youth continue to be hampered in their career development because of the lack of career information and/or the negative impressions of work and the occupational society that they receive from their parents. Too many pupils enter the elementary school already strongly biased in occupational stereotypes regarding race, sex, and physical handicaps. There is no way an effective career education effort can be accomplished until and unless the home/family structure becomes a part of this effort. Collaboration, not cooperation, is the answer proposed by career education.

Goals of American Education

In 1918, the NEA Commission on the Reorganization of Secondary Education, chaired by Dr. Charles Eliot, President of Harvard University, published a report on the goals of education entitled *Cardinal Principles of Secondary Education*. These seven "cardinal principles" included:

1. Health
2. Command of Fundamental Processes
3. Worthy Home Membership
4. Vocation
5. Civic Education
6. Worthy Use of Leisure Time
7. Ethical Character

Later attempts to state the goals of American education in terms of some combination of process and content objectives lack the global character of these original "seven cardinal principles." For career education's efforts to be viewed within the context of the goals of American education demands that some global view of those goals be used.

With the kind of global goals pictured by the "seven cardinal principles," it is obvious that attempts to refocus American education could be centered around any one of those goals. It should be equally obvious that, were a refocusing effort to be attempted around all seven goals simultaneously, it would be difficult, if not impossible, to develop an implementation scheme that could be made operational for the system as a whole. Finally, and most important, it should also be obvious that, when a refocusing effort is mounted aimed at one of these seven basic goals, its implementation, if executed properly, holds positive potential for helping to attain all of the others.

It is important in any agency or organization to be able to see beyond the immediate goals formulated and faced on a daily basis if one is to sense a deeper sense of meaningfulness and purposefulness in what one does. In education, teachers have recently found themselves so pressured to pay attention to the immediate content and process objectives associated with their subject matter that they have missed a deeper sense of purposefulness for meeting with students. As a result, the goal of education, for too many, has simply become education itself. This is wrong. People don't go to school just so they can go to school! Education must be viewed, in terms of its deeper purposes, as preparation for something. By trying to refocus American education around the global goal of education as preparation for work, career education has tried to create a basis for gaining a deeper sense of meaning and purpose in education both for those who teach and for those who learn.

By using the global purpose of education as preparation for work, career education has been able to devise a set of implementation strategies that, in addition to meeting this goal, can also contribute, in a positive fashion, to meeting all other basic global goals of education as well. That is, effective implementation of career education should contribute, positively, to the global goals of (a) health; (b) command of fundamental processes; (c) worthy home membership; (d) civic education; (e) worthy use of leisure time; and (f) ethical character as well as to the global goal of "vocation" (as it is called in the "seven cardinal principles").

Because this is so in no way means that, if education is refocused in ways advocated by career education, then all education will become career education. Far from it. Career education will, if properly implemented, enhance *all* of the basic goals of education through the mechanism of trying to bring a more proper and appropriate emphasis to only one—namely, education as preparation for work. It will not replace, detract from, or demean any of the other basic goals of American education.

Just as career education does not demean or detract from other basic global goals of education, neither does it, in any way, detract from the current popular emphasis being given to content and process goals of education. Instead, it puts such goals in a broader perspective that, hopefully, will make their attainment make more sense to both pupils and teachers.

Career and Higher Education

Career education, conceptually, covers the entire system of education extending from the early elementary school years through the entire college and university system and on into adult/recurrent/continuing education. Yet, to date, its implementation has occurred primarily at the elementary/secondary school levels. Resistance to true implementation of career education has been most noticeable at the college/university level. Here, some of the apparent reasons for that resistance and some possible solutions will be discussed briefly.

First, and most apparent, has been the false perception apparently held by many in higher education that, to embark on career education, it will be necessary to de-emphasize the importance of the liberal arts. Hopefully, persons holding this view will shortly recognize that, rather than de-emphasizing the liberal arts, career education attempts to place the liberal arts in proper perspective with professional specialization courses and preparation programs. Career education calls, to be certain, for something more than the liberal arts but in no way does it call for a de-emphasis on the basic importance of the liberal arts.

Second, while seldom expressed directly, there appears to be a feeling on the part of some in higher education, if they emphasize education as preparation for work, they may find themselves at a relative disadvantage when compared with other forms of postsecondary education. That is, institutions such as the technical institute, certain forms of postsecondary vocational education, or apprenticeship programs may produce graduates whose economic returns from their educational investment are, in many instances, as great or greater than those accruing to persons with the baccalaureate degree. Moreover, with the current widespread publicity regarding the production of an oversupply of college graduates in relationship to creation of job opportunities requiring a college degree, the typical college or university may also suffer when its placement success rate is compared with those of other kinds of institutions.

Career education advocates would answer this kind of concern in two ways. One way would be by encouraging colleges and universities to think broadly about the multiple goals they hold and the multiple advantages accruing to students who possess a college degree. The current emphasis on career education may well be a golden opportunity for colleges and universities to make clear to their students—and to the broader public—a set of reasons for attending college that extend well beyond the goal of education as preparation for work. A second way of answering this kind of concern, of course, would be for the college or university to make a more concentrated effort to meet the goal of education as preparation for work.

Third, many more colleges and universities appear to be more inclined to move more toward a career development than a career education emphasis in their attempts to help students solve education/work relationship problems. That is, they have added on to the kinds of educational opportunities that previously existed without seriously altering them. Examples such as special programs in experiential learning, various forms of cooperative education and work experience, courses in career choice and decision making, increases in career guidance and counseling services, and increases in college placement services are found today on many college campuses. Yet, on those same campuses, the typical member of the teaching faculty appears to continue to operate about as usual. Unless change comes to the teaching/learning process, career education cannot be said to have taken place. So long as an add-on approach is used, the term "career development" is more appropriate than the term "career education" to describe the effort. Perhaps this is why the term "career development" seems to be more popular on some college campuses than the term "career education."

Fourth, it is becoming increasingly obvious that, especially among some private colleges and universities, the goal of education as preparation for work is not one considered important by the institution. Unlike the system of publicly supported education, there is no necessary reason, of course, why a particular education institution should feel an obligation to emphasize education as preparation for work. Career education advocates do not criticize such institutions. Instead, they simply ask them to make their institutional goals—whatever they may be—clear to students who attend and to those who pay the costs of supporting the institution. This should include making clear the fact that the institution does not pretend to ready its graduates for work.

In spite of such problems and concerns, increasing numbers of colleges and universities now appear to be moving toward implementation of a true career education effort. Much more is obviously needed.

Career Education and the Community College

Great similarity exists between the philosophical basis for career education and the philosophical base on which the community college movement has been built. In spite of this, a career education emphasis has been slow to come to the community college setting. This appears, in part, to be due to this high degree of philosophical similarity. That is, many community colleges feel they are already engaged in career education and that no new thrust is needed.

In part, however, it appears to be due to the inability of the community college to simply adopt the career education model that has evolved at the elementary/secondary level. This is due, it appears, to variations that exist in the size of community colleges, and the composition of the student body. Of these variables, the most important seems to be the composition of the student body.

Where the community college student body is composed largely of recent high school graduates, the

general career education model that operates at the secondary school level seems to hold high potential for use. These students are faced with the same kinds of career awareness, career exploration, and career decision making problems that high school students face. They are also faced with the necessity for viewing and utilizing the total academic resources of the institution in ways that will best help them attain the goal of education as preparation for work. The problems of relationships between the so-called "academic" and "vocational education" faculty members are similar to those found at the secondary school level.

On the other hand, the community college whose students are, on the average, more than 25 years old faces quite a different kind of challenge with respect to career education. Much publicity has been given to needs of adult workers to be retrained for new occupations as the occupations they formerly held disappear. While this, to be sure, is taking place to some extent, problems of occupational upgrading and of finding ways of making more constructive use of leisure time would appear to be much more common among older community college students. A career education effort designed to meet such needs will obviously look considerably different from that which has developed at the secondary school level.

Interest in career education seems to be developing very rapidly at the community college level. It appears that this will continue to occur.

Inservice Education in Career Education

Since career education does not advocate the add-on approach to educational change, it must depend on changing the attitudes, knowledge, skills, and actions of its participants if a true refocusing of education is to occur. This makes the topic of inservice education one of major importance for career education.

Classroom teachers are the single most important resources for change in education. Thus, any discussion of the need for and nature of inservice education must begin with a concern for the teaching faculty. Major areas of emphasis here include helping teachers:

1. Understand and accept the career education concept
2. Learn how to think of the goal of education as preparation for work in relationship to: (a) other basic goals of education and (b) the process and content goals to which the teacher is already accustomed
3. Learn both about (a) the nature of the world of paid employment outside of education and (b) how that world operates
4. Learn about the multiple career implications of their subject matter
5. Learn how to use community personnel as resource persons in the classroom
6. Learn how to use the community as a learning laboratory for helping students learn more subject matter of the course
7. Learn the basic principles of career development to an extent that assures the career development process will be taken correctly into account in planning classroom activities
8. Learn how to thread career education skills, knowledges, and attitudes into the teaching/learning process in ways that will retain the basic importance of the teacher's subject matter

Some teachers already know all of these things; others seem to be able to learn them in a relatively short period of formal training coupled with the learning that the teacher does as he/she attempts to implement career education in the class; still others seem resistant to and/or unable to learn these things.

Counseling and guidance personnel have an opportunity, if they choose to capitalize on it, to play key roles in the implementation of career education at the building level. Some already are. However, the vast majority of such persons will require considerable upgrading before they are equipped to take advantage of all the opportunities career education offers the professional counselor. Major areas of emphasis here include helping these persons:

1. Understand the ways in which the career education concept extends beyond the career development concept
2. Greatly increase their understanding of career development, of occupational/educational information, of career decision making, and of values clarification
3. Learn how to help classroom teachers better understand and participate in the career guidance process
4. Learn how to better utilize community resources as a tool for increasing student self-understanding through experiential learning.

Curriculum specialists, media specialists, and school administrators have professional leadership and coordinative roles to play in implementation of career education. They, too, will require inservice education. With such personnel, major areas of emphasis include:

1. Understand career education as a vehicle for use in refocusing educational practices
2. Developing and implementing school policies with respect to use of community resources in education—including their use as part of the extended school concept
3. Learning about and providing means for dealing with the costs of implementing career education
4. Understanding and implementing a scope and sequence plan for use in career education
5. Devising and implementing means for helping and rewarding teachers in their efforts to use a career education approach in the classroom

Business/labor/industry/professional/government must become active participants if the career education effort is to be successful. They, too, must not be ignored when the topic of need for inservice education is considered. With such personnel, major areas of emphasis in inservice education include:

1. Understanding the nature and goals of career education as these relate both to other educational goals and with broader societal goals
2. Understanding why it is important that they become partners in the career education collaborative effort—i.e., that career education calls for more than simply cooperation with educators
3. Understanding how to relate positively with teachers and students in the teaching/learning process
4. Understanding how they can participate effectively in the career development process in ways that protect freedom of choice for those students with whom they come in contact

Community organizations concerned about and active in helping youth solve education/work problems should become an integral part of a coordinated community career education effort. Many such organizations (e.g., Junior Achievement, Exploring Scouting, USA, Girl Scouts, etc.) have local community programs that are derived from a master plan made up by their national organizations. Career education can become a vehicle for making those national plans work better, providing persons operating them at the local community level learn how to:

1. Organize and operate their programs as part of the extended school concept
2. Work with other community agencies in ways that assure maximum efficiency in utilization of community resources and availability of opportunities for maximum numbers of students
3. Think about their programmatic efforts in terms of ways in which it relates to the total career education concept

School board members/members of education governing bodies are legally responsible for establishing basic educational policies. If career education is to become a vehicle for refocusing education, it is obviously essential that such persons have endorsed career education. To do so, they need to learn:

1. The basic concepts of career education in terms of its nature, need, purposes, and goals
2. How to handle the concept of community collaboration in career education in ways compatible with legal policy-making responsibilities of school boards and educational governing bodies

Parents are crucial persons, especially at the K-12 level, in the effective implementation of career education. As prime influencers of youth values and decisions, parents can be either tremendously helpful—or tremendously harmful—to the career education effort. If positive benefits are to occur, then parents must learn how to:

1. Present a positive picture of the parents' work to children
2. Discover and utilize the home/family structure in helping youth learn about and engage in work
3. Serve as resource persons for career education in the classroom
4. Participate, as volunteers, in career education efforts to help students engage in experiential learning opportunities in the broader community
5. Discuss career/educational plans and decisions with their children

Several general principles for inservice education in career education can be derived from study of the kinds of lists that have been generated here. Some, of course, would apply to any inservice effort, but others seem uniquely important in the community collaborative effort known as "career education":

1. Inservice education must be continuing, not a "one shot" effort.
2. Inservice education in education cannot be limited to a single topic area such as career education. Any given topic must fit in with a total plan for inservice education.
3. Since career education involves the efforts of a wide variety of persons, the inservice effort cannot be limited to only a single group.
4. Inservice education needs of various segments of education and the broader community are common only with respect to understanding the basic nature, need for, and purposes of career education.
5. Specific inservice needs of persons involved in career education vary greatly, thereby making it necessary to devise and operate different kinds and forms of inservice education for each.
6. The collaborative nature of career education calls for the joint expertise and efforts of many segments of education and the broader community. It is impossible and impractical to expect each to become expert in the kinds of knowledges and skills required of others.
7. Various segments of education and the broader community need to become involved in providing inservice education *for each other*. For example, teachers can be "inserviced" by businessmen and vice versa; counselors can be "inserviced" by teachers just as appropriately as teachers can be "inserviced" by counselors.
8. With any segment, a large part of the "inservice" effort can be expected to be in the form of "on-the-job" training rather than in a structured workshop or class setting. The "learning by doing" approach may well become the most common form of inservice education for career education.
9. An essential part of inservice education for any segment of education or the broader community must concern itself with how to work with, learn from, and profit by the expertise and experience of other segments. An "isolationist" approach is unworkable.
10. Inservice education for career education must be planned, coordinated, and operated in a community system plan using a consistent conceptual and philosophical view of career education. While career education calls for different persons to do different things, they must share a common understanding of the meaning of career education.

Even assuming a combination of a "teaching each other" and a "learning by doing" approach is the prime vehicles for use in career education inservice efforts, it is still obvious that funds will be required to pay for this effort. In the first place, some time will be involved—i.e., it cannot all be done on a "learning by doing" basis. Time is money. In the second place, there will be a need for some career education expertise, over and beyond that possessed by those persons for whom the need for inservice education has been indicated. Whether that expertise is provided in the form of outside consultants, through that of a community career education coordinator, or by some combination of these means, this, too, will involve the expenditure of some funds. There seems little doubt but that, of the total costs involved in implementing career education, a considerable portion should be devoted to this inservice effort. In spite of this funding necessity, there is no alternative available to those communities that want to implement a comprehensive, effective career education effort. The implementation of career education will not be without cost.

The Community Career Education Coordinator

Too many past efforts, each begun with the noble purpose of refocusing American education, have failed. Either they were fads that disappeared from sight in a relatively few years or they became simple "add ons" to an educational system which, as a system, failed to change. It seems likely that career education will, in the long run, either succeed or fail depending on the wisdom of local policymakers in devising and implementing policies designed to assure that system refocus, rather than program add-on, remains the central thrust of career education.

In this regard, decisions made with reference to policies and practices in employment of local career education coordinators will be of pivotal importance. The following recommendations reflect current policy of OE's Office of Career Education on this matter:

1. At the K-12 level, it is recommended that full-time community career education coordinators be employed at the community, or school system level, but not at the school building level.
2. In postsecondary educational institutions, it is recommended that career education coordinators be employed at the institutional level, but not in discrete segments of the institution.
3. In teacher education settings, it is recommended that the prime emphasis be placed on infusing career education within the course offerings of all departments with a secondary emphasis, if any at all, devoted to the construction of special courses or degree programs carrying the label of "career education."

In this section, an attempt will be made to explain both the rationale for and the operational implications of these recommendations.

The rationale for creating a position of "career education coordinator" *at all* is two-fold. First, it is based on acceptance of the notion that those things which are designated as "everyone's business" quickly become "no one's business." With the wide variety of community segments envisioned as participating in a comprehensive career education effort, it will be essential that someone operate as a "nudger" to constantly promote and encourage the effort. Second, it is essential, in every community, that at least one person be available who knows enough about career education to be able to offer practical consultative assistance to the many kinds of persons involved in the effort. Further, it is vital that this person possess a sound conceptual framework for career education and be able to communicate and gain acceptance of that conceptual base among all participating segments in the effort. If this is not done, a "tower of Babel" result can be anticipated that can result only in confusion and misunderstanding that will hinder, if not destroy, the total effort. Career education coordinators are needed.

The rationale for recommending against employing career education coordinators as full-time specialists at the building level in K-12 school systems is also a simple one. It stems from past educational reform or refocus efforts. When, in the course of evolving such efforts, major attempts have been made to employ a full-time specialist in the area of concern at the building level, the following events have tended to occur:

1. Other education personnel assume that the problem (whatever it may be) will be handled by the specialist and that they don't have to become involved.
2. State education agencies develop certification standards for the new breed of specialist that require "X" numbers of college credits and, sometimes, various kinds of experiential backgrounds. This makes it difficult for the school system who wants to initiate an effort but cannot locate a certified specialist.
3. Colleges and universities design graduate programs to train the new breed of specialists. A by-product of this effort is creation of a relatively small group of "super specialists" who assume prime responsibility for producing and disseminating new knowledge in the specialty.
4. Accrediting commissions eventually recognize the existence of the specialist and write a requirement for having one or more into their accrediting rules and regulations. Most schools then employ such specialists.
5. The growing body of specialists decides they need a professional association and so form one. They then tend to associate more with their colleagues in their professional association, in terms of basic professional concerns, than with their colleagues in the institution where they are employed.
6. The professional association goes into competition with other professional education associations in seeking larger and larger amounts of federal education dollars to support their movement.
7. The specialty becomes more and more firmly entrenched as an educational add-on while the rest of the system continues as is. The promise of true educational reform is lost.

The ideal implementation pattern for career education is almost the direct opposite of this traditional

model. On a point-by-point comparison basis, the ideal would be represented as follows:

1. *All* educational specialties (including all teaching fields) would become increasingly cognizant of their roles and responsibilities in career education.
2. No certification standards would exist for career education coordinators. Some communities may wish to employ a teacher to fill the position; others might employ a counselor; still others might employ a non-educator from the business/labor/industry community. All of these options should be open. Training required will vary with the background of the person appointed to the position. No standard program will be required.
3. Graduate theses and dissertations in career education will continue, as they are now, to be generated by persons majoring in a wide variety of disciplines, but those engaging in such dissertations will continue to be regarded as having majored in the discipline, not in career education.
4. When an educational system employs a career education coordinator, it will be because there is a perceived need for such a person—not a requirement imposed on that system by an accrediting commission.
5. The more than 40 national organizations and professional associations now supporting career education will continue to do so through such means as the operation of study commissions, convention programs, articles in their association journals, and convention resolutions. Still other organizations and associations will join in this effort.
6. When federal legislation for career education becomes a topic for discussion, a variety of organizations and associations both from within and outside of formal education will seek to be heard. They will present a variety of views. There will be no single lobby for career education.
7. Implementation of career education will occur through "people change" rather than through program add-on. It will be evident in the attitudes and actions of people, but not in the addition of new courses, new kinds of teacher specialists, or new buildings.

It is because of these perceived implementation advantages of the ideal, as opposed to the perceived implementation disadvantages of the traditional approach, that it is recommended community career education coordinators be employed. The dangers of moving in this direction are obvious. That is, the sure, safe, quick route is the traditional one with career education specialists being sought at the building level. The ideal approach, admittedly, is one that will be much slower, more difficult, and more likely to fail. Its success rests on the power of persuasion, not the power of position. It rejects the use of external pressure, coercion, threat, or financial bribery as prime stimuli for change. Instead, it operates from an untested assumption that *it is possible for change to occur if those persons who should change become convinced that the youth they serve need them to do so.* It is the only assumption that can be made if the basic nature of the career education concept is to be preserved.

The Career Education Treatment

Three documents have recently appeared, each devoted to the task of summarizing data related to evaluation of career education's effectiveness. They include:

1. Enderlein, Thomas, *A Review of Career Education Evaluation Studies*. OCE Monograph On Career Education. Washington, D.C.: U.S. Government Printing Office, 1977.
2. Herr, Edwin, *Research In Career Education: The State Of The Art*. Unpublished (as yet) paper prepared for the ERIC Clearinghouse of Career Education. Columbus, Ohio: Center for Vocational Education, The Ohio State University, 1977.
3. New Educational Directions, *What Does Career Education Do for Kids?* "A Synthesis of 1975-76 Evaluation Results."

Those who find an opportunity to study the contents of these three papers carefully will hopefully agree with the following general conclusions:

1. The available evidence is generally more positive than negative with respect to the worth and effectiveness of career education.
2. A good deal of mixed evidence exists. In these instances, the common pattern is to find some evidence that career education helped and some that career education made no difference. It is most unusual to find any evidence that career education produced any negative results.
3. There exists huge variability in what is described as the career education "treatment" from study to study. In many instances, it is impossible to know, from the descriptions provided, what that treatment was.

Of these three general conclusions, the one that must be of major concern is the third. That is, unless and until some general agreement and understanding can be reached regarding the nature of the career education treatment, it will continue to be impossible to clearly evaluate the effectiveness of career education. A situation where what is called the "career education treatment" is strictly dependent on definitions supplied by those conducting a given evaluation must inevitably be expected to produce the kinds of mixed evidence now present in the literature. It is healthy, of course, for any movement to have proponents who differ sharply with each other in that it encourages the production of new concepts, new kinds of experimental treatments, and new knowledge that helps keep the movement alive and growing. It is unhealthy, however, to have a complete lack of consensus on what the movement is trying to accomplish or the basic methodology essential for such accomplishment.

Career education has now evolved to a degree that enables us to specify, in broad, generic terms, what is meant by the term, "career education treatment." Exactly how this treatment will be carried out will, by necessity, continue to vary greatly, but what is to be

done is becoming more clear. To outline this treatment, it will be necessary to describe basic activities of several broad classes of "actors" in career education. The interaction of these classes of actors is more difficult to describe and can, at this point in time, best be inferred by studying the activities assigned to each.

In any bonafide career education treatment, the teaching faculty must be the core group. When we say a given teacher, at any level of education, is "doing career education" in a comprehensive manner, we mean that teacher is:

1. Seeking to improve academic achievement through using a careers emphasis as a vehicle to:
   a. Introduce a sense of purposefulness and meaningfulness into the teaching/learning process for both student and teacher through emphasizing that one of the reasons for learning the subject matter is that people use it in their work.
   b. Use of a positive approach with students through rewarding students for what they have accomplished rather than emphasizing what they failed to accomplish, how much more they have to accomplish, or how many other students accomplished more. The basic idea is that if we want students to strive harder to accomplish more, we can best do so by rewarding and recognizing the accomplishments they have already made—i.e., the work they have done.
   c. Introduce variety into the teaching/learning process through utilizing the personnel and physical resources of the broader community as vehicles for improving student achievement—for emphasizing that students can learn in more ways than simply through reading, in more places than the classroom, and from more persons than certified classroom teachers.
2. Consciously and conscientiously provide rewards to students who exhibit and practice such basic good work habits as: (a) coming to work (to school) on time; (b) completing assignments that are begun; (c) doing the best that they can; and (d) cooperating with one's fellow workers (students).
3. Combining a cognitive and experiential approach in the teaching/learning process through emphasizing the dual desirability of doing to learn and learning to do.
4. Helping students acquire decision-making skills through using a project activity-oriented approach, when appropriate, in the teaching/learning process that allows students to actually engage in the decision-making process.
5. Systematically attempting to reduce biases students may have with respect to race, sex, or handicapping conditions in ways that will maximize freedom of choice for all persons.
6. Helping students discover ways in which the subject matter being learned can be valuable to students in productive use of leisure time.
7. Helping students discover and develop a personally meaningful set of work values through allowing them to observe, study, and discuss work values present among persons employed in various occupations.
8. Helping students become aware of and understand the basic nature of a variety of occupations while simultaneously helping students understand the educational requirements essential for success in them.
9. Helping students become more knowledgeable regarding the free enterprise system—including understandings of both economic education and of organized labor.
10. Helping students think about and consider possible career choices that may be possible for them and important to them.

It is vitally important to note that all ten of these teacher activities can, and should be, related to the goal of improving academic achievement in the classroom. The first four are simply matters of teaching methodology, each of which is borrowed from common basic approaches to improving industrial productivity. The assumption is that, if practiced in the classroom, they will also increase educational productivity —i.e., academic achievement. The remaining six teacher activities obviously involve the addition of new cognitive content over and beyond that typically associated with the subject matter. If that new cognitive content is taught separately and apart from the subject matter, it must necessarily take time away from teaching the subject matter and so run the risk of reducing, rather than increasing, academic achievement. If, on the other hand, this new cognitive content is threaded into the subject matter, it can be used as a motivational bridge that will increase student interest in learning the subject matter itself. The teacher's primary goal remains one of helping students learn more of the subject matter with the secondary goal being one of helping students acquire this additional cognitive content as a vehicle for helping them see a personalized, long-term relevance of the subject matter and thus increase their motivation for learning. This is the basic principle of what some have called "infusion," others "threading," and still others "weaving" in career education.

Obviously, the ways in which these 10 teacher activities are carried out, and the relative emphasis given to each, will vary greatly from one level of education to another. Yet, in some way and to some definitive extent, these ten kinds of teacher activity will be present in any educational institution where it could be said that a career education treatment exists. The extensiveness of that treatment will be a function both of the proportion of the teaching faculty engaged in these activities and the degree to which they are carried out in a knowledgeable and effective manner.

A second major body of "actors" involved in the career education treatment consists of *school board (governing board) members*. It is essential, if a successful career education effort is to be undertaken, that the following kinds of policies be established and in operation:

1. a policy endorsing career education as a vehicle for use in refocusing the educational system
2. a policy endorsing the need for and intent to utilize the personnel and physical resources of the broader community in improving the quality and variety of educational opportunities for students
3. a policy endorsing the establishment and operation of a community career education action council with broad community representation that would be charged, in part, with making policy recommendations to the school board (governing board)

These three basic policies will provide the framework for the numerous related smaller policy decisions that educational governing bodies will be asked to make in career education. Since refocusing of the education system is the basic goal of career education, it is essential that members of educational governing boards be understanding and supportive of the need for such policies.

Educational administrators and supervisors represent a third crucial set of "actors" in the career education treatment. Such persons provide the professional leadership and administrative decisions that both allow and encourage career education to take place. While, of course, many of their decisions will have to be approved by educational governing bodies, the professional responsibility for making and defending such decisions rests squarely on administrative and supervisory personnel. If a comprehensive career education treatment is present, the following provisions will have been made.

1. Provision of time for inservice education of education personnel in career education.
2. Provision of a position of career education coordinator at the school system (if K-12) or institutional (if postsecondary) level and filling of that position with a qualified person.
3. Provision of arrangements for students to receive elective educational credit for various kinds of career awareness and career exploration experiences taking place outside of the school building including, for example, such things as (a) credit for work experience (paid and/or unpaid) and (b) credit for participating in career awareness/exploration activities sponsored by community groups.
4. Provision of arrangements for students to make maximum use of the institution's educational offerings for purposes of career exploration including, for example, means by which college-bound students in the secondary school can use vocational education offerings as career exploration experiences.
5. Provision of professional leadership in supporting and encouraging career education as a vehicle for refocusing the educational system (if approved as official board policy).

Counseling and guidance personnel (including both professional and support persons) have tremendous potential for becoming key "actors" in career education. Whether or not they will choose to do so remains to be seen. If they do, they will perform such functions as:

1. Helping members of the teaching faculty understand and utilize the career development process as a basis for threading career education concepts and content into the teaching/learning process.
2. Developing and utilizing experiential education methods and procedures for use in helping students develop increased self awareness, self understanding, and understanding of educational/occupational opportunities.
3. Coordinating career education activities, at the building level, in a scope and sequence pattern consistent with the basic principles of career development.
4. Developing and maintaining operational contracts with members of the business/labor/industrial/professional community in terms of serving as resources for career education at the building level.
5. Helping members of the teaching faculty and parents with problems they face in providing career guidance to students.
6. Providing professional career guidance and counseling to students both individually and in small group work.
7. Assisting students in the placement process, including both job placement and placement in postsecondary educational institutions that, in part, are committed to education as preparation for work.
8. Developing and promoting a variety of educational and community actions and efforts aimed at reducing race, sex, and physical/mental handicapping conditions as deterrents to full freedom of educational and occupational choice for all persons.

It is obvious that counselors, like other professional educators, will require a very great deal of inservice education before they are prepared to play each of these roles adequately. It is equally obvious that the counselor's role in career education can be appropriately viewed as only one part of the broad set of roles and functions demanded of today's professional counselors. Finally, it is eminently obvious that many of today's counselors will not find it professionally compatible with their own values or background to participate at all in career education. Like any other professional person in education, career education must be viewed as representing an opportunity, not an obligation, for the professional counselor.

Members of the *business/labor/industry/professional/government* community are also key "actors" in any bonafide career education treatment. Unless they are involved, the treatment itself can in no way be regarded as career education. Their active participation and support is needed in the following ways:

1. Serving as resource persons in the classroom to help students and teachers understand and appreciate the career implications of the subject matter.
2. Providing resources for field trips taken by students and/or educators for purposes of helping them become aware of the world of paid employment.

3. Serving as resource persons in the classroom—and in inservice education efforts—to help both students and members of the teaching faculty understand the basic nature and operations of the free enterprise system, economic education, and the role and functions of organized labor in American society.
4. Providing resources for work experience opportunities for students—paid or unpaid—whose primary purpose is career exploration.
5. Serving as members of a community career education action council whose purpose is basically to develop and recommend career education policies to various segments of the community (including, but not limited to, the formal education system).
6. Serving as active participants in the education system's placement efforts (including both part-time and full-time job placement).
7. Devising and implementing ways of involving employees of the business/labor/industry/professional government community in career education activities designed to contribute to the career development of such employees.

There is absolutely no way a career education effort can be successful if the business/labor/industry/professional/government community is not actively involved. If career education efforts are successful, this part of the total community must certainly share part of the credit.

Existing community organizations having education/work goals must also be considered as key "actors" in any comprehensive career education treatment. This includes organizations such as: (a) local service clubs (Rotary, Kiwanis, Lions, etc.); (b) Scouting, USA; (c) Girl Scouts of the USA; (d) American Legion; (e) local council of churches; (f) council of business and professional women's clubs; (g) National Alliance of Businessmen; and (h) local chamber of commerce. The primary career education roles to be played by such organizations include:

1. Studying and making provisions for involvement and participation of maximum numbers of school age youth in their organizational activities.
2. Studying and making provisions for ways in which their activities and programmatic efforts can be fitted into the total career education effort—rather than operating independent of or in competition with that effort.
3. Studying and making provisions for ways in which the total resources of the community may be utilized and shared by all such organizations in ways that provide maximum benefits for youth and efficient use of community resources.
4. Studying and making provisions for ways in which the efforts of each of these community organizations can be made a supplementary, rather than a competitive, resource for student use in career awareness and career exploration activities.
5. Serving as members of a community career education action council.

Parents at the elementary/secondary school levels are among the most crucial of all "actors" in a comprehensive career education treatment. Among the many roles such persons could play in increasing the effectiveness of career education, the following are considered most crucial:

1. Helping their children understand both the nature and the positive social significance of the work done by parents (including both paid and unpaid work).
2. Providing opportunities, within the home/family structure, for their children to experience work—as a family member—in ways that both help the child understand his/her own worth and his/her own contributions to the well-being of the family as a social unit.
3. Helping their children find and engage in career awareness and career exploration experiences as part of family activities.
4. Helping their children think about and discuss career decisions—including decisions regarding both educational and occupational choices.
5. Helping their children understand and appreciate the career implications of the subject matter represented by homework they have been assigned.
6. Helping their children discover and utilize ways of making productive use of leisure time.
7. Helping their children think about and reflect on work values as part of their total system of personal values.
8. Helping their children develop attitudes devoid of bias with respect to race, sex, or physical/mental handicaps as deterrents to full freedom of educational and occupational choice for all persons.

Unless parents are actively engaged in activities such as these, it is doubtful if efforts of the formal education system—no matter how intensive or comprehensive they may be—will be able to counteract what, in many of today's home/family structures, are negative forces working against the goals and objectives of career education.

Finally, the career education coordinator, as a key "actor" in the career education treatment, is a topic that deserves brief discussion. As noted earlier in this paper, it is recommended that, at the K-12 level, positions of career education coordinator be established at the school district (or community) level but not at the school building level. Persons serving in this role should, at a minimum, be charged with the following responsibilities:

1. Becoming and staying knowledgeable with respect to the career education literature and with national/state trends in the area.
2. Providing systemwide leadership in providing the expertise for and promoting the application of career education to the teaching/learning process.
3. Providing systemwide leadership in providing the expertise for and promoting the kinds of career education activities and actions called for on the part of all other career education "actors" identified in this section.

4. Coordinating and strengthening the concept of collaboration in career education through conscious and conscientious efforts aimed at helping and encouraging various kinds of career education "actors" to work together.
5. Communicating career education concepts and philosophy to all career education "actors" and to the general public.
6. Formulating and carrying out a systematic plan for implementing career education in the community on an orderly and systematic basis.
7. Working closely with the career education action council in developing and gaining community acceptance for a conceptual view of career education consistent with the nature and needs of the community.
8. Providing expertise and leadership in carrying out and reporting results of system-wide continuing efforts to evaluate the effectiveness of career education.

If career education is to be evaluated, it is hoped that those undertaking such evaluations will make clear the extent to which—and the ways in which—each of the 53 roles and functions outlined for the eight kinds of key career education "actors" outlined in this section are in place and are operating. If all 53 of these roles and functions are being performed effectively, we have no qualms about applying the evaluative criteria discussed in the next section to the career education treatment. To the extent that some—or most—of these 53 roles and functions are not being performed, then it can be questioned whether or not what is being evaluated can truly be said to be career education.

Evaluation of Career Education

Career education, like most other educational activities, can be evaluated by assessing (a) the extent to which a true career education treatment is present; (b) the adequacy of methods and processes used in carrying out the career education treatment; and/or (c) the results obtained as a result of applying the career education treatment. Of these three approaches, the results-oriented approach, expressed in terms of student outcomes, must ultimately be given top priority. The other two, while of great and obvious importance, must be considered to be of secondary importance. In a sense, they become things to check when one looks for explanations with reference to a particular evaluation effort.

In the 1974 OE policy paper, *An Introduction To Career Education,* the following statement appears in the discussion on evaluation:

> It is important to note that these learner goals are intended to apply to persons leaving the formal educational *system* for the world of work. They are *not* intended to be applicable whenever the person leaves a particular *school*. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post-high school occupational education programs. For still others, these goals need not be applied, *in toto,* until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences inherent in the concept of career education.

Since 1974, several efforts have been made to refine and revise the OE learner outcomes for career education. The list that follows represents the latest attempt to state, in an explicit fashion susceptible to measurement, the basic learner outcomes that a bonafide career education treatment should be able to produce.

Career education seeks to produce individuals who, when they leave school (at any age or at any level) are:

1. competent in the basic academic skills required for adaptability in our rapidly changing society
2. equipped with good work habits
3. equipped with a personally meaningful set of work values that foster in them a desire to work
4. equipped with career decision-making skills, job-hunting skills, and job-betting skills
5. equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions
6. aware of means available to them for continuing and recurrent education
7. either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions
8. actively seeking to find meaning and meaningfulness through work in productive use of leisure time
9. aware of means available to themselves for changing career options—of societal and personal constraints impinging on career alternatives

Sizeable problems remain with respect to obtaining valid and reliable assessment tools for use in measuring the extent to which each of these nine learner outcomes has been attained. This does not, in any way, negate the importance of each.

Concluding Remarks

This document has sought to present, largely in outline form, the basic nature of the career education effort as currently viewed by OE's Office of Career Education. Those who wish to study one or more of the topics discussed here in greater detail may find some of the earlier OE publications listed in the following bibliography to be helpful.

No pretense is made that the point of view expressed here is one with which all career education conceptualizers and practitioners will agree. At the same time, this point of view represents the closest approximation to a national consensus that the Office of Career Education has been able to discover. In this

sense, it should serve as a reference point against which individuals interested and/or engaged in career education can compare their own points of view. At the very least, it should serve as a means for those whose views differ sharply from those expressed here to mount responsible replies.

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Alabama Lutheran Junior College

College Information

Location: Selma, Alabama

Enrollment: 144

Area: Rural

Characteristics of student population:

Status: 100% full-time

Age: 13% 18-25 years
87% over 25 years

Family income: 99% less than $5,000

Minority groups:
0% American Indian
100% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: Youth between the ages of 13 and 16 (approximately 35% of the region's youth) students, faculty, administrators, local schools

Number responsible for conducting the program (full-time equivalents): (1) administrator; (1) counselor; (1) proposal writer

When and how established: 1972

Program-developed materials: Not available

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Gracie G. Hillins, Career Counselor

1804 N. Green Street
Selma, Alabama 36701
(205) 875-1550

For the past five years, Alabama Lutheran Junior College has conducted an experimental summer career information and guidance program for youths living in a region of Alabama heavily populated by black Americans. The purpose of the program is to provide individual career development counseling for poverty-stricken youths and children of educationally-deprived parents.

In this section of the state, over 30 percent of all families and individuals fall below the U.S. Department of Agriculture poverty indices for nutrition and amount of accrued income. Hope for breaking the cycle of poverty—a cycle that feeds on a round-robin of poor education, low motivation, few job opportunities, and the massive out-migration of the potential labor force—lies in providing the youth of these counties with realistic career information and extensive career counseling over a period of months and even years.

Hope for breaking the cycle also rests with the economic development potential of this area of Alabama. Business and industry must have access to a sufficient number of young laborers prepared for entry-level positions, as well as to properly trained administrative personnel.

The Alabama Lutheran plan calls for the program to intervene in this cycle of poverty by working with youths 13-16 years old, their parents, the school systems, and existing industries and businesses. Expected outcomes are:

1. Improvement of the youths' readiness for entering the labor market.

2. Improvement of the parents' understanding of the benefits of career counseling and guidance during the early years of educational development.

3. Improvement of business/industry's awareness of the variety of skills and human capital available in these communities and counties.

25

Alexander City State Junior College

Occupational Information System

College Information

Location: Alexander City, Alabama

Enrollment: 1,391

Area: Rural

Characteristics of student population:

Status: 65% full-time; 35% part-time

Age: 0% 18-25 years; 100% over 25 years

Family income: 100% $5,000 to $9,999

Minority groups: 0% American Indian; 30% Black; 0% Oriental; 0% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students

When and how established: 1977-78

Program-developed materials: Information not available

Availability of information and assistance: Information not available; assistance available

Contact person: Bob Saxon, Dean of Students

P.O. Box 699
Alexander City, Alabama 35010
(205) 234-6346

The Career Research Center at Alexander City State Junior College is located in the Thomas D. Russell Library, where a counselor is on duty from 8:00 a.m. until 3:00 p.m. to assist students with career information. A terminal tied in with the Alabama Occupational Information Computer provides the information that students request.

Media specialists are developing career materials, which co-op students especially are encouraged to use. Many prospective students are also using the materials. The intent of the Career Center is to assist in recruitment by making students aware of career possibilities after two years of college.

Gadsden State Junior College

Career Development Center

College Information

Location: Gadsden, Alabama

Enrollment: 3,677

Area: Urban

Characteristics of student population:

Status:
64% full-time
36% part-time

Age:
67% 18-25 years
33% over 25 years

Family income:
15% less than $5,000
25% $5,000 to $9,999
30% $10,000 to $14,999
20% $15,000 to $19,999
10% $20,000 and more

Minority groups:
0% American Indian
15% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 70-80% entire campus student population

Number responsible for conducting the program (full-time equivalents): (1) administrator; (1) counselor; (1) job placement coordinator; (1) career technician; (1) cooperative education coordinator; (1) office manager

When and how established: 1976

Program-developed materials: Career-related videotapes; descriptive brochures; and 1977-78 academic year individualized self-help modules for students

Availability of information and assistance: Descriptive informational and instructional materials available at cost; assistance available

Contact person: Thomas E. Hughes, Director, Career Development Center

Gadsden, Alabama 35903
(205) 546-0484

The Career Development Center (CDC) is a comprehensive unit designed to provide career-related services to Gadsden State Junior College students. The primary services provided are career information, job placement, career counseling, and cooperative education. The Center also provides information on college transfer.

Efforts are made through the freshman orientation program to insure that each student on campus is aware of the services offered by the CDC. Instructors use the CDC during regular class periods to integrate the concept of career education into selected academic areas. As a result of this activity, students can correlate their subject area with possible related career fields.

The career informational aspects of the CDC are offered in a variety of forms. Included among these are carrels containing small filmstrip viewers and tape recorders, audio and video-color career tapes, occupational briefs and monographs, periodicals, a microfiche collection of over 2,900 college and university catalogs, and several books containing a comprehensive filing system that simplifies retrieval of all materials in the Center.

Glendale Community College

Projects in Community Service

College Information

Location: Glendale, Arizona

Enrollment: 12,287

Area: Suburban

Characteristics of student population:

Status:
32% full-time
68% part-time

Age:
51% 18-25 years
49% over 25 years

Family income:
12% less than $5,000
26% $5,000 to $9,999
33% $10,000 to $14,999
23% $15,000 to $19,999
6% $20,000 and more

Minority groups:
.004% American Indian
2% Black
.009% Oriental
8% Spanish Surname

Program Information

Populations served: 2% liberal arts students; 2% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (1) faculty; (3) student assistants

When and how established: 1971

Program-developed materials:

1. Text on course reading materials, volunteer techniques, and course information
2. Guidelines for community agencies on the effective use of volunteers
3. Supervisor evaluation forms
4. Student weekly reporting and evaluation forms
5. Slide tape presentation of program activities
6. Listing of all community service agencies in the target area
7. Manual on job and career market for types of volunteer setting

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Jane Werneken, Director of Projects in Community Services

6000 West Olive Avenue
Glendale, Arizona 85301
(602) 934-2211

The director of the Placement, Advisement, and Life Planning Center at Glendale Community College is responsible for the overall administration of the program; the training, placement, and followup of students; maintaining a working relationship with community agencies; and reporting and public relations functions. Paraprofessional staff assist the director in conducting the program.

Students register for a section of projects in community service under any ten academic departments at Glendale. This interdisciplinary approach lets students participate, on a volunteer basis, in a program related to their major fields of study or areas of interest. Students receive from one to three hours of transferable, elective course credit within the discipline.

Students attend 16 weekly, one-hour seminars per semester on campus. During that period they are introduced to the concept of volunteerism, and they are trained in psychological, observational, and listening techniques, as well as report-writing skills of volunteer work. Students are placed after an interview with an agency representative, and a schedule of work hours is arranged with the agency supervisor and the project director.

The director maintains continuous contact with the person supervising the volunteer. Supervisors submit two evaluation reports per semester (one at mid-semester and one at the end). Students record their objectives, activities, and evaluation of activities in a journal that is submitted to the director each week. Seminars and individual conferences allow time for students to discuss their progress with the director. Course grades are determined by a combination of field work evaluations, seminar contributions, and weekly reports.

Pima Community College

Multi-Campus Career Guidance Centers

College Information

Location: Tucson, Arizona

Enrollment: 21,351

Area: Urban

Characteristics of student population:

Status:
31% full-time
69% part-time

Age:
52% 18-25 years
48% over 25 years

Family income:
26% less than $7,500
37% $7,500 to $12,000
37% over $12,000

Minority groups:
2% American Indian
4% Black
1% Oriental
19% Spanish Surname

Program Information

Populations served: 50% liberal arts students; 70% vocational/technical students; 70% liberal arts faculty; 90% vocational/technical faculty; 10% administrators

Number responsible for conducting the program (full-time equivalents): (5) cooperative education faculty; (3) administrators; (18) counselors; (11) counselor aids and other paraprofessionals

When and how established: 1975 — Career Guidance Program

Program-developed materials:

1. Course goals/objectives and syllabli for the career development courses
2. Packages that include workshop or seminar exercises, guidelines, and manuals on various career education topics
3. Diagnostic assessment tests for evaluating educational aptitude and vocational competencies and interests
4. Video cassette presentations on outreach and career guidance for minorities to show a program implemented at Pima County Community College
5. On-line computerized Guidance Information System for job opportunities and requirements in Southern Arizona
6. Instructional cooperative education manuals for class use

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: David F. Shuford, Associate Dean of Student Services

2202 West Anklam Road
Tucson, Arizona 85709
(602) 884-6696

Each campus of Pima Community College has developed career guidance services that meet the needs of the students it serves—from those in metropolitan Tucson to those in rural areas and on the Papago Indian Reservation.

Career guidance services at each campus focus on career awareness, career exploration, decision-making, and career planning. Services provided include courses, workshops, testing, computer searches, video and audio tapes, advising, and counseling. Students learn their strengths, acquire job-seeking skills, and study the structure of the community as they move from education to employment.

Counselors work closely with the faculty in certain program areas. Conversely, all instructional faculty serve as advisors to students in their curriculum areas. Cooperative education has developed into a tripartite system of joint planning by the student, the employer, and the faculty member. Students can participate on a voluntary basis for a total of four semesters in 26 occupational programs.

High school students, local business representatives, and faculty can discuss their mutual needs and interests during the college-sponsored Career Expo, College for a Day, and Student/Faculty Success Fair. Staff and materials from the career centers on each campus have become valuable resources to instructional faculty, industry, and community organizations.

The computer has become an important asset in career searching and career information storage. Staff from the career centers are gathering information on jobs in the state that will be disseminated through the computer on a statewide basis.

This program has been strengthened by the development of career education activities on each individual campus that support the entire educational program. The program's success is due, in part, to the high level of cooperation among the campuses to achieve college goals.

Chabot College

Career Planning and Development Center

College Information

Location: Hayward, California

Enrollment: 19,410

Area: Suburban

Characteristics of student population:

Status:
26% full-time
74% part-time

Age:
50% 18-25 years
50% over 25 years

Family income:
0% less than $5,000
5% $5,000 to $9,999
5% $10,000 to $14,999
15% $15,000 to $19,999
75% $20,000 and over

Minority groups:
1% American Indian
3% Black
3% Oriental
5% Spanish Surname

Program Information

Populations served: 50% liberal arts students; 40% vocational/technical students; 2% liberal arts faculty; 5% vocational/technical faculty; 3% administrators

Number responsible for conducting the program (full-time equivalents): (1) counselor

When and how established: 1974

Program-developed materials:

1. Informational materials for courses in career planning
2. Video cassettes describing various academic majors at four-year colleges and universities in California
3. Self-exploration modular units concerning various aspects of career awareness and educational planning

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Steven Bundy, Coordinator/Career Planning and Development Center

25555 Hesperian Boulevard
Hayward, California 94545
(415) 786-6726

The Career Planning and Development Center at Chabot College is an educational resource facility designed to help individuals learn more about themselves and the world of work.

Counseling is available to help individuals determine educational and occupational goals. Personal abilities, values, and career interests are explored through a variety of testing instruments.

The Center library offers numerous types of informational materials. These include occupational files, college catalogs, labor market publications, and job hunting resources.

In addition to counseling services and resource materials, the Center schedules several special career awareness programs each quarter featuring guest speakers and faculty advisors from various occupational fields.

College students, as well as adults in the community, are encouraged to take advantage of the many programs and services available through the Career Planning and Development Center.

Coastline Community College

Cooperative Work Experience

College Information

Location: Fountain Valley, California

Enrollment: 19,877

Area: Suburban

Characteristics of student population:

Status:
1% full-time
99% part-time

Age:
22% 18-25 years
78% over 25 years

Family income:
10% less than $5,000
18% $5,000 to $9,999
15% $10,000 to $14,999
14% $15,000 to $19,999
43% $20,000 and more

Minority groups:
2% American Indian
1% Black
5% Oriental
5% Spanish Surname

Program Information

Populations served: 57% liberal arts students; 43% vocational/technical students; 57% liberal arts faculty; 43% vocational/technical faculty.

Number responsible for conducting the program (full-time equivalents): (4.5) faculty; (1.3) administrators; (0.2) counselors; (30.0) business/industry/labor personnel

When and how established: 1976

Program-developed materials:

1. Student handbook for career assessment, personal evaluation, and performance objectives
2. Tips on career progress through personal motivation. Collection of strategies for personal motivation
3. How to progress in your career: Institutional program designed to guide an individual in career and personal goal-setting

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Charles M. Ardolino, Associate Dean, Community Services and Cooperative Education

10231 Slater Avenue
Fountain Valley, California 92708
(714) 963-0811, Ext. 225

Coastline Community College has served nearly 41,000 students since it was established in 1976. Its campus is the community. Classes are held in storefronts, public schools, churches, factories, and community buildings.

Although cooperative education at Coastline is optional, over 1,000 students have participated since 1976. According to statistics compiled to date, the co-op student's average age is 35; he or she works 40 hours per week, and has family and community responsibilities.

Based on these student characteristics, the co-op program is designed to serve adults who are upgrading their skills in a particular career area; transitioning to perhaps a second, third, or even fourth new career area; or attempting to re-enter the work force after a prolonged absence.

Generally, the co-op student's primary career goal is not the development of entry-level skills or job placement; rather, it is the development of additional skills for career advancement. Time is a priority and a highly prized commodity for the adult student. For this reason, co-op has developed a non-traditional format linked to mail-in, high speed computerized registration; telephone course facilitators who interact directly with students; telecourse or broadcast courses for credit; courses by newspaper; and in-plant nonclassroom courses.

Co-op students are involved in a four-phase process each semester until the maximum 16 co-op units are completed as follows: Phase I—assessment and development of career performance objectives; Phase II—student/employee/coordinator meeting to review and sign student contract; Phase III—coordinator followup; Phase IV—employee-student evaluation of objectives.

The cooperative education program at Coastline aggressively seeks this "new" population. The focus is on the adult, mid-life student, and all services and programs are designed to meet his or her needs.

Golden West College

Occupational Education Integrated

College Information

Location: Huntington Beach, California

Enrollment: 19,520

Area: Suburban

Characteristics of student population:

Status:
21% full-time
79% part-time

Age:
40% 18-25 years
60% over 25 years

Family income:
10% less than $5,000
20% $5,000 to $9,999
30% $10,000 to $14,999
30% $15,000 to $19,999
10% $20,000 and over

Minority groups:
0% American Indian
1% Black
2% Oriental
10% Spanish Surname

Program Information

Populations served: 20% liberal arts students; 100% vocational/technical students; 10% liberal arts faculty; 100% vocational/technical faculty.

Number responsible for conducting the program (full-time equivalent): (10) faculty; (3) administrators; (2) counselors.

When and how established: 1970

Program-developed materials:

1. Handbook for cooperative work experience students for use by two-year and four-year institutions as a model. Stresses the learning objectives approach to assessing the work experience students' learning and performance
2. Training manual and series of inservice workshops for training instructor/coordinators
3. Video tape cassettes for use with work experience students and faculty

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person:

Karl A. Strundberg, Assistant Dean, Occupational Education

15744 Golden West Street
Huntington Beach, California 92647
(714) 892-7711

The organizational structure for integrated occupational education at Golden West College includes four program areas: occupational education (development and evaluation), cooperative work experience, job placement, and volunteer service-learning. The college has defined the functional responsibility of each of the program areas, as well as how they relate to the counseling/career guidance section. Faculty in the various academic divisions (including liberal arts disciplines) coordinate work experience students. The college makes a special effort to integrate liberal arts and vocational faculty.

A detailed description of the college's cooperative work experience program is available through a videotape cassette and related materials.

Laney Community College

Center for Vocational and Occupational Education Learning Resources

College Information

Location: Oakland, California

Enrollment: 11,776

Area: Urban

Characteristics of student population:

Status:
26% full-time
74% part-time

Family income:
20% less than $5,000
15% $5,000 to $9,999
30% $10,000 to $14,999
30% $15,000 to $19,999
5% $20,000 and over

Age:
70% 18-25 years
30% over 25 years

Minority groups:
1% American Indian
75% Black
6% Oriental
8% Spanish Surname

Program Information

Populations served: 10% (total allowable) liberal arts students; 100% vocational/technical students; 10% liberal arts faculty; 100% vocational/technical faculty; other colleges in Peralta's District, local non-profit agencies and schools, community persons

Number responsible for conducting the program (full-time equivalents): 100% director and career technicians

When and how established: 1975

Program-developed materials:
1. Career education brochures, leaflets, flyers, and pamphlets
2. Introductory materials that incorporate vocational and occupational concepts used for radio and television teaching

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:
Robert Fox, Dean, Student Personnel Services
Josephine H. Cooper, Director of the Center

900 Fallon Street
Oakland, California 94607
(415) 834-5740

Since the Laney Community College Center opened in 1975, it has served more than 6,000 vocationally disadvantaged students. Goal of the project was to develop a vocational career education learning resource center that would improve the student's ability to make wise career choices and decisions. That goal has been accomplished.

The Center serves as a model, assisting students defined as "disadvantaged" in making wise career choices. Students are also provided supportive services such as diagnostic testing, cooperative education, job development, and, ultimately, job placement—all the prerequisites for achieving goals and becoming contributing members of society.

The Center also strives to meet the special vocational education needs of disadvantaged persons within the community college area, helping them to learn occupational sociology on their own terms.

Emphasis is placed on these objectives at the Center: teaching the vocationally disadvantaged the vocational concept; providing the opportunity to "learn by doing"; studying particular occupations to highlight an important work heritage; stressing the importance of work stratification in a changing society; and, most importantly, helping to achieve employability.

Merritt College

Career Resource Center

Program Information

Location: Oakland, California

Enrollment: 9,822

Area: Urban

Characteristics of student population:

Status: 27% full-time; 73% part-time

Age: 35% 18-25 years; 65% over 25 years

Family income: Not available

Minority groups: 1% American Indian; 40% Black; 7% Oriental; 8% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 40% vocational/technical students; 10% liberal arts faculty; 10% vocational/technical faculty; 5% administrators; 5% non-certificated staff

Number responsible for conducting the program (full-time equivalents): (2) faculty; (1) administrator; (1) counselor; (2) non-certificated staff; (3) student assistants

When and how established: 1976

Program-developed materials:

1. Publicity brochures; job flyer; Career Center—What's in It for You?
2. Career information sessions—monthly schedule

Availability of information and assistance: Information not available; assistance available

Contact person: Carolyn Schuetz, Coordinator, Cooperative and Occupational Education

12500 Campus Drive
Oakland, California 94619
(415) 531-4911 Ext. 396

The career education effort at Merritt College has evolved philosophically and organizationally toward a comprehensive program. Since spring of 1976, a central Career Center has been in operation, housing the functions of cooperative education, placement, career resource library, and career counseling.

The staff has been enthusiastic in its attempts to upgrade existing services and implement new ones, and has worked together to complement rather than duplicate services.

Merritt's Career Center is the core of all these services. Students go there for information, counseling, hands-on experience, and even paid experience. Students also have the opportunity to analyze current work experience and use the results as a basis for career learning, upward mobility, and/or mid-career change.

Staff from the Career Center have formed liaisons with other members of the college staff, especially classroom instructors. Information on career trends and publications is shared with appropriate faculty. Instructors often make career information presentations, and staff of the Career Center make special efforts for group class activities.

Non-certificated members of the college staff are also provided with information from the Career Center.

College Information

Location: Moorpark, California

Enrollment: 9,266

Area: Suburban

Characteristics of student population:

Status:
31% full-time
69% part-time

Age:
64% 18-25 years
36% over 25 years

Family income:
7% less than $5,000
12% $5,000 to $9,999
33% $10,000 to $14,999
40% $15,000 to $19,999
8% $20,000 and more

Minority groups:
0% American Indian
7% Black
1% Oriental
14% Spanish Surname

Program Information

Population served: 100% liberal arts students; 100% vocational/technical students; 100% liberal arts faculty; 100% vocational/technical faculty; 100% administrators; 100% high school; 100% community

Number responsible for conducting the program (full-time equivalents): 5% faculty; 10% counselors; 25% career resources specialists

When and how established: 1972

Program-developed materials: "Share Packages" describing the Career Development Center, its resources, activities, and special programs

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: William I. Bendat, Associate Dean of Counseling

7075 Campus Road
Moorpark, California 93021
(805) 529-2321

One of the most innovative features of the Moorpark College career development program is the "Hot Seat" speaker series.

Taped in the college instructional television studio before a live student audience, these unique occupational forums bring together employers, students, and college staff in a free-wheeling, open-ended exchange of career information.

Objective of the program is to provide a highly personalized service—one that creates an awareness of occupational options, develops an understanding of job demands and preparation needed, and, finally, offers tips for newcomers looking for ways to get a toe in the door.

Since few of the commercially prepared materials are directed to local job opportunities, program staff decided that the college would produce its own materials, using the medium of television.

The project is made possible through the cooperative efforts of the various college departments. Counselors take the lead role and act as program moderators, while instructors share equal billing as hosts/panelists. The real "stars" of the program, however, are the two or three guests who talk about their jobs and the paths they chose in reaching career goals. Students in the advanced telecommunications program do the camera and production work.

Although the program does not follow a formal script, there is a format. Speakers and faculty members receive handbooks prior to taping, outlining the questions they will be expected to answer. Members of the audience are encouraged to question or challenge those on the panel.

In addition to the obvious student benefits of the program, instructors have increased their knowledge of career opportunities and counselors have become more aware of new developments in the field.

In keeping with the staff's philosophy of sharing, copies and scripts of "Hot Seat" have been sent to some 200 schools requesting assistance in developing similar programs.

Orange Coast College

Special Services

College Information

Location: Costa Mesa, California

Enrollment: 23,498

Area: Suburban

Characteristics of student population:

Status:
29% full-time
71% part-time

Age:
54% 18-25 years
46% over 25 years

Family income:
18% less than $5,000
*% $5,000 to $9,999
*% $10,000 to $14,999
*% $15,000 to $19,999
*% $20,000 and over

*82% Combined

Minority groups:
1% American Indian
1% Black
3% Oriental
4% Spanish Surname

Program Information

Populations served: 100% vocational/technical students; 100% vocational/technical faculty; 80% handicapped students

Number responsible for conducting the program (full-time equivalents): (20/30) FTE faculty; (5) administrators; (4) counselors; (10) Career Development Center staff

When and how established: 1970

Program-developed materials:

1. Career brochures
2. Video tapes of sample job interviews
3. Video tapes of employer presentations
4. Slide tape orientations
5. Job search materials
6. Job market surveys
7. Co-op education course materials

Availability of information and and assistance: Descriptive information available free; most instructional materials available free, some available at cost; assistance available

Contact person: James Garmon, Dean, Special Services

2701 Fairview Road
Costa Mesa, California 92626
(714) 556-5628

At Orange Coast College a number of activities and operations are grouped under a program called Special Services, which is described below.

The Career Development Center's employment service combines information, instruction, coaching, and counseling for college students and community members alike. The career resource library has coordinated its services with those of the counseling and instruction divisions, high schools, community, and cooperative work experiences to form a network encompassing the campus and extending into the community.

"Discover," a new computerized guidance system, has been integrated into the college's counseling services. The counseling staff also uses many printed and audio-visual materials, including 10 slide-tape media packages, each describing a career cluster. There is also available a directory of occupational and adult programs in Orange County schools and colleges.

The volunteer bureau is part of the cooperative work experience program and serves as a clearinghouse for volunteer opportunities available on campus and in the community. Whenever possible, the bureau matches people with non-paid jobs that have learning value relevant to the volunteer's college studies.

Cooperative education assists students in enhancing their career education through work in real job situations. Students are placed in jobs on a parallel plan basis, which is a part-time work/school arrangement, or on an alternate plan, which is full-time work away from college for a period.

Now in its second year, the Educational Testing and Learning Clinic helps students with learning disabilities improve their academic skills while attending college. Workbooks, audio tapes, and personal instruction geared to particular learning disabilities are used to assist the students. The Disabled Student Center provides comprehensive support services to disabled students. Assistance to those students may begin with priority registration and counseling made available before regular registration begins.

A program called Extended Opportunities, Programs, and Services provides aid to "unconventional" college students (minorities, welfare recipients, persons on probation, etc.) through counseling, financial aid, and tutoring.

The college's Tutorial Center, used by more than 1,000 students last year, employs 150 tutors who help students improve their academic skills.

College Information

Location: Saratoga, California

Enrollment: 21,439

Area: Suburban

Characteristics of student population:

Status: 26% full-time; 74% part-time

Age: 35% 18-25 years; 65% over 25 years

Family income: 100% $15,000 to $19,999

Minority groups: .5% American Indian; 9.0% Black; .5% Oriental; 17.0% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 40% vocational/technical students; 30% liberal arts faculty; 80% vocational/technical faculty; 50% administrators

Number responsible for conducting the program (full-time equivalents): (15) faculty; (2) administrators; (6) counselors

When and how established: 1975

Program-developed materials:

1. Approximately 20 video tapes (3/4") on job search techniques, interview techniques, job satisfaction, how to present yourself, the value of being aware of self, career alternatives, résumé writing (Some are in 2- or 3-part series)
2. Playing models and classroom career guidance materials
3. Full-blown résumé service and complete jacket-brochure for distributing information

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available by management

Contact person: Clyde D. Reyes, Director, Cooperative/Career Education

14000 Fruitvale Avenue
Saratoga, California 95070
(714) 867-6196

West Valley College established a comprehensive career center in the fall of 1975. The basic components of the facility include an occupational work experience program, career counseling, career resource library, student placement department, and career studies classroom.

Within these components a myriad of activities and services are offered, such as: résumé writing and preparation service, computerized vocational guidance system (EUREKA), employment grooming workshops, career seminar series, career planning courses, and work opportunities abroad (for credit).

The career center is under the direction of a single administrator. A career center steering committee, established by an internal college governance system, assists the director in meeting the needs of students and staff. A 16-member career education advisory council helps the director meet the needs of business and industry.

Arapahoe Community College

Community Career Resource Center

College Information

Location: Littleton, Colorado

Enrollment: 5,279

Area: Urban

Characteristics of student population:

Status: 43% full-time, 57% part-time

Age: 50% 18-25 years, 50% over 25 years

Family income: Not available

Minority groups: .05% American Indian, 1.00% Black, .04% Oriental, 3.00% Spanish Surname

Program Information

Populations served: Students, faculty, administrators, local schools

Number responsible for conducting the program (full-time equivalents): (.50) Faculty, (.10) administrators, (.50) counselors, (.25) business/industry/labor

When and how established: 1976, with support of state funds

Program-developed materials:

1. Career education resource bank booklet which is used as the primary source for utilizing community resources
2. A position paper on the community career resource center concept
3. Individualized career development modules
4. Syllabus for a college level education/work seminar for instructor
5. Student manual in cooperative career education

Availability of information and assistance: Descriptive information and instructional materials available at cost

Contact persons:

Don Carson, Cooperative Career Education Coordinator
Wayne Ball, Director, Area Vocational School

5900 S. Santa Fe
Littleton, Colorado 80120
(303) 794-1550

Arapahoe Community College has been involved in various forms of career education since its opening in the fall of 1966. This effort is centered primarily in the areas of career counseling, vocational education, and a program in experiential studies. The experiential studies mode, which recognizes past learning experiences and allows students to design learning in the community, set the stage for continued efforts in career education.

The college has established a community career resource center to serve as a highly visible coordinating unit for career education activities on campus. The center is designed to be responsive to the needs of the college and community groups as users of the center. Users are identified as business, labor, industry, agencies, and other community groups or individuals.

The community career resource center concept is conceived as a facilitation process to bring students, staff, and community people together to better meet the career needs of people. Services include career education, career counseling, cooperative education, experiential learning, and job development.

One mechanism adopted to assist the college in this process is the career education resource bank designed to identify business/labor/industry/agency organizations willing to provide 1) speakers, 2) shadow experiences, 3) field trips, 4) work exploration, 5) career resource advisors, 6) staff development advisors, 7) cooperative career education work experience, and 8) job listings.

Northeastern Junior College

Cooperative Education Program

College Information

Location: Sterling, Colorado

Enrollment: 1,636

Area: Rural

Characteristics of student population:

Status:
62% full-time
38% part-time

Family income:
20% less than $5,000
35% $5,000 to $9,999
30% $10,000 to $14,999
10% $15,000 to $19,999
5% $20,000 and over

Age:
80% 18-25 years
20% over 25 years

Minority groups:
0% American Indian
2.5% Black
0% Oriental
2.5% Spanish Surname

Program Information

Populations served: 25% liberal arts students; 40% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (4.5) faculty; (1) administrator

When and how established: 1974

Program-developed materials: Student manual for co-op work experience

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Dick Gritz, Dean of Community Services

100 College Drive
Sterling, Colorado 80751
(303) 522-6600 Ext. 683

Cooperative education is part of a current curricular initiative directed toward giving students "real world" experiences. More than one-fifth of the students at Northeastern Junior College participate.

The college has been involved in and committed to cooperative education since the implementation of the agri-business program in 1963. This program requires students to alternate six-month periods of cooperative work experience with six-month periods of classroom study over a two and one-half year period. In 1972 this program received the HEW Region VIII Award for Excellence.

Three other programs that require alternating periods of classroom study and off-campus learning work experience are: Turf Management (1970), Marketing Management (1972), and Production Agriculture (1976). Students in the liberal arts have the option of parallel or alternating co-op work experience as part of their programs.

Northeastern Junior College has differing patterns for cooperative education in several areas of the curriculum. In the strictly academic areas, varying calendars and crediting procedures are used. Most career curriculum programs require co-op work experience of all students, while others offer an option; some are on the alternating plan and some are parallel; all have formally established crediting provisions.

The college has developed a successful program that uses faculty coordinators in career guidance, job development, follow-up with students on the job, and in fostering and evaluating educational outcomes of work experience. Thirteen faculty members are part-time coordinators and are directly involved in cooperative education in their divisions or programs. Faculty coordinators are required to work with the student and employer to provide necessary supervision and counseling and to insure that the student achieves maximum educational benefit.

Mitchell College

Vocational Counseling: Choosing, Changing, or Recycling

College Information

Location: New London, Connecticut

Enrollment: 797

Area: Suburban

Characteristics of student population:

Status:	52% full-time 48% part-time	*Age:*	100% 18-25 years 0% over 25 years
Family income:	40% $10,000 to $14,999 60% $15,000 to $19,000	*Minority groups:*	Not available

Program Information

Population served: 100% adults from community

Number responsible for conducting the program (full-time equivalents): (1) administrator; (1) counselor

When and how established: 1975

Program-developed materials:
1. Standardized tests
2. Occupational information

Availability of information and assistance: Information not available; assistance available

Contact person:
David Harvey, Dean
New London, Connecticut 06320
(203) 443-2811

"Vocational Counseling: Choosing, Changing, or Recycling?" is the title of a program at Mitchell College based on these premises: that human development is lifelong; that one's early career choice is reversible and can be modified; and that life involves a series of personal changes related to life stages. Finally, the program affirms that people in mid-life who are thinking about new career goals are not necessarily regressive or immature, but are seeking new developmental opportunities. Since the program was initiated in January 1975, over 30 women and men have participated, most between the ages of 25 and 50.

The program's objectives are:

1. The participant will accomplish a fresh assessment of his or her occupational interests, abilities, personality characteristics, and personal values.
2. Participants will help each other examine their career/life goals.
3. Participants will acquire occupational information and explore factors related to career shifts. Attention is given to writing résumés.
4. The special needs of women returning to work or education will be treated and examined.
5. Alternate career and/or educational plans will be developed by each participant within the context of private, individual counseling sessions.
6. The program is not an encounter or sensitivity group, nor is it psychotherapy. It will not attempt to solve deep psychological problems. It is basically a career guidance/exploration program designed to facilitate career change, occupational self-assessment, and educational/career planning. Emphasis is placed on the examination and clarification of life goals.

Brevard Community College

Career Development Center

College Information

Location: Cocoa, Florida

Enrollment: 9,748

Area: Suburban

Characteristics of student population:

Status:
46% full-time
54% part-time

Age:
50% 18-25 years
50% over 25 years

Family income:
5% less than $5,000
40% $5,000 to $9,999
35% $10,000 to $14,999
10% $15,000 to $19,999
5% $20,000 and more

Minority groups:
1% American Indian
16% Black
2% Oriental
2% Spanish Surname

Program Information

Populations served: 50% liberal arts students; 50% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (2) faculty; (1) administrator; (3) paraprofessionals

When and how established: 1974

Program-developed materials:

1. Audio test tapes
2. Video math tapes
3. Math prescription forms
4. Videotapes on vocational careers pertaining to courses taught at Brevard Community College

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Edward D. Fitchen, Coordinator of Career Development Center

Building C, Room 120
Cocoa, Florida 32922
(305) 632-1111 Ext. 254

The Career Development Center at Brevard Community College is designed to help individuals who encounter difficulty in specific skills. Students are given a diagnostic test to help determine the skills on which they need work. A conference follows, during which an individual program is planned for each student, and a schedule is arranged.

The Career Development Center assists students in identifying their interests and career goals, exploring a wide variety of occupational opportunities, finding and using specific career information, and registering for job placement services. The Center contains books and printed materials covering hundreds of occupations, as well as a self-administered interest inventory and microfilm of many college and university catalogs. The Singer Vocational Evaluation System is also available. It is designed to help select an area suited to one's interest and aptitude, and provides hands-on experience evaluation.

Besides the career information available in the Center, there is a math section with materials on basic math, logarithms, slide rule, algebra, trigonometry, geometry, calculus, and computer programming.

There is also a reading and English section where students can work to improve their skills in comprehension, vocabulary, reading rate, studying, grammar, spelling, composition, and English as a second language.

41

Broward Community College

Cooperative Education — Women's Center/ACTIONS

College Information

Location: Pembroke Pines, Florida

Enrollment: 14,371

Area: Urban

Characteristics of student population:

Status: 50% full-time; 50% part-time

Age: Not available

Family income: Not available

Minority groups: 0.3% American Indian; 8.0% Black; 0.5% Oriental; 2.0% Spanish Surname

Program Information

Populations served: 62.3% liberal arts students in ACTIONS; 32.8% vocational/technical students in ACTIONS

Number responsible for conducting the program (full-time equivalents): (1) career advisor/Women's Center; (2) administrators; (2) career advisors; (1) outreach advisor; (7) job placement specialists; (1) secretary; (1) receptionist/ACTIONS

When and how established: 1976 — Women's Center
1977 — ACTIONS

Program-developed materials: Women's Center

1. Position paper
2. Spotlight classes, adult education classes and workshops available at Broward
3. Returning women's workshops
4. Local resources (community)
5. Career planning: goal year 2000
6. Variety of career openings for women
7. Career options (addresses)

Program-developed materials: ACTIONS

Facilitator manuals for workshops, seminars and activities engaged in by ACTIONS staff are being prepared

Availability of information and assistance: Women's Center descriptive information and instructional materials available free; assistance available.

Contact persons:

George Young, Vice-President, Student Development
Linda G. Liberman, Acting Director, Women's Center
Craig R. Taylor, Planning & Program Coordinator/ACTIONS

3501 S.W. David Road (Women's Center)
Fort Lauderdale, Florida 33314
(305) 581-8700

225 E. Las Olas Boulevard (ACTIONS)
Fort Lauderdale, Florida 33301
(305) 467-6700 Ext. 220

Two separate career education programs are offered at Broward Community College. These are described below.

The Women's Center is a place for women to talk, be heard, learn, share, ponder, decide, and plan; it offers support, referral, and programming. Finding there are other women who share similar situations has been a positive incentive for most women to develop new skills, return to school, take additional cultural classes, or just go out on another job interview. Workshops are scheduled twice weekly and offer a wide variety of topics: legal rights, birth control, career development, money management, separation and divorce, study skills, values clarification, etc. The Center stresses careers, setting and reaching goals, and change. Staff of the Center guide women toward independence and flexibility, making them aware of options and choices that exist for them in today's world.

Actions to Include Outreach and Night Service (ACTIONS) is a comprehensive job placement and career development program designed to assist students and other residents of the college service area. Services include workshops and individual help in career exploration, as well as interview techniques, résumé writing, assertiveness training, career opportunities for minorities, women, and the elderly, financial assistance, and the like. An outreach effort directed toward potential employers has resulted in a large job

bank, with many employers now calling the college's career centers to announce job vacancies.

In order to be responsive to career education needs in the community, ACTIONS is headquartered in a complex housing over 10 diverse social service agencies. This arrangement facilitates interagency communication, thus bridging gaps often existing between educational institutions and community agencies.

Daytona Beach Community College

Co-Op/Career Center Services Program

College Information

Location: Daytona Beach, Florida

Enrollment: 4,778

Area: Urban

Characteristics of student population:

Status:
51% full-time
49% part-time

Age:
70% 18-25 years
30% over 25 years

Family income:
30% less than $5,000
30% $5,000 to $9,999
20% $10,000 to $14,999
12% $15,000 to $19,999
8% $20,000 and more

Minority groups:
1.0% American Indians
18.0% Black
.5% Oriental
2.0% Spanish Surname

Program Information

Populations served: 25% liberal arts students; 60% vocational/technical students; 20% liberal arts faculty; 80% vocational/technical faculty; 85% Women's Center clients; 30% Center for Individualized Learning (CETA)

Number responsible for conducting the program (full-time equivalents): (5) faculty; (3) administrators; (1.5) counselors; (1) business/industry/labor personnel; approximately 80 faculty voluntarily serve as career advisors and/or career coordinators for co-op students.

When and how established: 1977

Program-developed materials:

1. Instructor's manual, workbooks and handouts for a three-credit course, several non-credit courses, workshops, seminars, and mini-mars on employability skills—choosing an occupation, your job search, applying for a job, good work habits, personal finances and job changes
2. Series of 12 handouts on career exploration and development
3. Co-op/career oriented workbook for students on course-related work assignments
4. Audiovisual presentations (6)

Availability of information and assistance: Descriptive information and instructional material available at cost; assistance available

Contact persons:

John L. Calhoun, Director, Co-op/Career Development
Alan Schlossman, Coordinator, Career Education & Planning
Evelyn Fine, Coordinator, Employment Relations

P.O. Box 1111
Daytona Beach, Florida 32015
(904) 255-8131 Ext. 321

Cooperative education was initiated at Daytona Beach Community College in 1975 with the support of federal funding. The need for co-op at the college has since been substantiated by the program's growing enrollment—from 15 students in 1975 to approximately 12 percent of total degree-seeking students. When the program was established, statistics compiled by the college revealed that about four of five A.A. degree students were undecided on course major or career direction, and that over 70 percent of the college's headcount (exceeding 20,000) needed part-time or full-time work to remain in school.

With the support of the president, deans, faculty, and administrators, the college opened the 15,000-square foot Co-op/Career Center in January 1977, incorporating cooperative education, placement/follow-up, career education, career planning, career exploration, and career development services.

The entire student population (credit, certificate, and non-credit) is served. There are referrals from CETA, the Women's Center, and community agencies focusing on career exploration, planning, and development through career counseling, testing, and individual assistance using 10 career search stations located in the Center. Part-time, full-time, and graduate placement assistance is offered.

Career education includes: 1) use of the center by instructors who take students there for classroom assignments, utilizing the resources to clarify career objectives; 2) a three-credit career education course on employability skills (how to find, keep, and improve a job) for students in all degree programs; 3) non-credit courses, workshops, seminars, and mini-mars on each of the employability skills; 4) résumé, application, and job-search resource information; and 5) walk-in workshops for job assistance at specified hours each week.

Plans are under way to incorporate the career education courses as part of the requirements for all vocational and occupational programs offered by the college. A suitable computer-assisted counseling system is being explored to supplement the current program.

Gulf Coast Community College

Career Laboratory

College Information

Location: Panama, Florida

Enrollment: 3,320

Area: Urban

Characteristics of student population:

Status:
50% full-time
50% part-time

Age:
72% 18-25 years
28% over 25 years

Family income:
18.6% less than $5,000
14.8% $5,000 to $9,999
29.6% $10,000 to $14,999
14.8% $15,000 to $19,999
22.2% $20,000 and over

Minority groups:
.30% American Indians
11.00% Blacks
.80% Orientals
.07% Spanish Surname

Program Information

Populations served: 65% liberal arts students; 5% vocational/technical students; 3% liberal arts faculty; 2% vocational/technical faculty; 5% administrators; 20% career studies and community organizations

Number responsible for conducting the program (full-time equivalents): (1) counselor; (1) secretary

When and how established: 1976

Program-developed materials: Information brochure

Availability of information and assistance: Descriptive information available free; assistance available

Contact person: Catherine Nix, Director of Counseling & Career Guidance

5230 West Highway 98
Panama City, Florida 32401
(904) 769-1551 Ext. 229

The Career Laboratory at Gulf Coast Community College has developed a program to assist those individuals in need of career counseling and job placement. The free services are offered to both college students and members of the community. In recognition of its achievements, the Lab received an Exemplary Practice Award from the Florida Association of Community Colleges, Student Development Commission.

One of the Lab's most important services is helping individuals make career plans. Since advance planning is strongly recommended, students are encouraged to become familiar with the Lab early in their college careers to obtain information and guidance in selecting careers before declaring majors. Staff members are trained to advise students on choice of careers, full-time employment opportunities, graduate programs, part-time employment, and summer employment. The Lab maintains a library of college catalogs from throughout the United States to help students select an upper-level college.

The Lab cooperates closely with a number of other programs and agencies. These include: the Women's Center on campus; the cooperative education coordinator, Office of Veterans Affairs, Division of Youth Services; Division of Vocational Rehabilitation; Tom P. Haney Vocational-Technical School; counselors from the junior and senior high schools; Panhandle Alcoholism Council; branches of the Armed Services; civic clubs and organizations; and the local State Employment Service.

During each semester, professionals from the community conduct seminars and workshops. The Lab also makes available printed and audiovisual materials. Teachers and counselors are encouraged to use the materials and become more involved in career education.

One of the strengths of the program is that it allows participants to identify their individual abilities, interests, and values, and to make intelligent career decisions. The Lab is a much needed service to the community and the college.

Pensacola Junior College

Career Laboratory

College Information

Location: Pensacola, Florida

Enrollment: 8,236

Area: Suburban

Characteristics of student population:

Status:
48% full-time
52% part-time

Family income:
12% less than $5,000
28% $5,000 to $9,999
25% $10,000 to $14,999
25% $15,000 to $19,999
10% $20,000 and over

Age:
56% 18-25 years
44% over 25 years

Minority groups:
1% American Indian
15% Black
2% Oriental
1% Spanish Surname

Program Information

Populations served: 50% liberal arts students; 50% vocational/technical students; 50% liberal arts faculty; 50% vocational/technical faculty; 10% administrators; 75% community service agencies

Number responsible for conducting the program (full-time equivalent): (75) faculty; (1) administrator; (18) counselors; (100) business/industry/labor personnel; (40) high school and service agency counselors

When and how established: 1973

Program-developed materials:

1. Do-it-yourself career guidance mini-course
2. Employability skills development workbook
3. Self-appraisal "Getting to Know Yourself"
4. Interest survey: "Keys to Careers"
5. Information packet

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Wiley E. Clement, Director of Career Laboratory

1000 College Blvd.
Pensacola, Florida 32504
(904) 476-5410

The Pensacola Junior College Career Laboratory, which began operation in 1973, provides many career and life planning services in both printed and audiovisual format. It functions from the premise that persons should have information about themselves and the world of work before making career and life decisions. It combines resources with counselors and paraprofessionals to meet group and individual needs.

The Laboratory provides career and life planning services for many publics, including junior college, university, and high school students, as well as to adults in the college's service area.

All new faculty members at Pensacola meet once a year in the Career Laboratory for a thorough orientation to its services. Teachers identify objectives that the Laboratory can meet and schedule their classes for participation in the planned activities.

The Career Laboratory arranges job placement and work experience opportunities for all students. Counseling is provided by the placement officer and other career guidance counselors. Students are encouraged to use the Job Bank, where job openings are listed by area employers.

Business and professional leaders, employers, and persons in many representative careers in the community have collaborated with the Career Laboratory to produce approximately 200 color videotaped career information programs for daily viewing by students and patrons. Each of the contributors in the videotape series has an opportunity to visit the Career Laboratory for a thorough orientation and they are asked to make suggestions for improvement.

Most area high school seniors annually attend career guidance programs at the Career Laboratory. While on campus they see a film entitled "Career Decision-Making."

The Career Laboratory, as a comprehensive center, provides resource information to students in area universities. It also offers educational planning, educational counseling, college catalogs, and counselor manuals for students transferring to feeder schools.

Seminole Community College

Cooperative and Career Education Program

College Information

Location: Sanford, Florida

Enrollment: 3,702

Area: Suburban

Characteristics of student population:

Status:
50% full-time
50% part-time

Age:
40% 18-25 years
60% over 25 years

Family income:
10% less than $5,000
10% $5,000 to $9,999
60% $10,000 to $14,999
18% $15,000 to $19,999
2% $20,000 and over

Minority groups:
0% American Indian
16% Black
0% Oriental
10% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 30% vocational/technical students; 100% liberal arts faculty; 50% vocational/technical faculty; 100% administrators

Number responsible for conducting the program (full-time equivalents): (10) faculty; (1) administrator; (2) counselors

When and how established: 1973

Program-developed materials:
1. Faculty co-op coordinator's handbook
2. Administrator's handbook

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Catherine P. Cornelius, Director, Co-op and Career Education Program

Highway 17-92 South
Sanford, Florida 32771
(305) 323-1450 Ext. 256

In 1973 Seminole Community College instituted a program of career education that combines career exploration with field testing. Students who are undecided about academic or career choices are encouraged to enroll in a three-credit course called Career Exploration. Objective of the course is to heighten the student's decision-making skills by increasing his or her self-awareness of strengths, weaknesses, aptitudes, attitudes, life styles, and the realities of a variety of job/career options.

Students who have tentatively identified a career cluster or area may participate in the cooperative education program to confirm, alter, or completely change their preliminary career choices. Students with positive reinforcement continue co-op with the same or a similar employer for three trimesters. Students who indicate need for further exploration are placed in different fields each trimester.

Virtually all co-op experiences are paid, credit-earning, academic learning experiences supervised by regular teaching faculty from the discipline most closely related to the student's future career.

To insure that students get maximum benefit from the program, faculty expertise is combined when the need arises. For example, a student pursuing a career in chemical marketing may be supervised by both a chemistry professor and a business professor.

Central YMCA Community College

Career Assessment and Placement Center

College Information

Location: Chicago, Illinois

Enrollment: 5,041

Area: Urban

Characteristics of student population:

Status:
67% full-time
33% part-time

Age:
93% 18-25 years
7% over 25 years

Family income:
85.0% less than $5,000
8.0% $5,000 to $9,999
4.5% $10,000 to $14,999
2.0% $15,000 to $19,999
.5% $20,000 and over

Minority groups:
4% American Indian
63% Black
2% Oriental
7% Spanish Surname
6% Foreign Nationals (mostly from third world developing countries)

Program Information

Populations served: 100% liberal arts students, vocational/technical students, liberal arts faculty, vocational/technical faculty; 80% administrators; community leaders, business and corporate leaders, and YMCA agency directors

Number responsible for conducting the program (full-time equivalents): (5) administrators; (10) counselors

When and how established: 1960

Program-developed materials: Career and Assessment Center brochures describing the services offered and career program brochures describing academic programs (job requirements and required courses of study) are disseminated to students

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Leon I. Ivory, Vice President, Student Services

211 W. Wacker
Chicago, Illinois 60606
(312) 222-8312

The Center's assessment program consists of evaluation, academic placement, career guidance, and counseling. Students are given placement tests to determine strengths and weaknesses, and to aid in placing them in the academic programs most consistent with their needs. Students also complete occupational interest surveys, the results of which are used to plan a curriculum that will best prepare each student for entry into a career.

An orientation program provides basic information and advising essential for academic success. The orientation is held prior to the beginning of classes each semester, but is repeated with mini-classes as needed during each semester.

Career and academic counseling are also provided. To assist students in selecting a career, counselors use vocational interest surveys, group and individual counseling, and a variety of printed information. Counselors also advise students about appropriate courses, and help them work out problems that interfere with a successful and rewarding college experience. Information on senior colleges is available for those students planning to transfer.

The primary function of the job placement service is to help CYCC students and alumni find suitable employment. The cooperative education program is designed to provide a bridge between school and work and make education more relevant to the world of work. Co-op helps students explore career choices and gain self-confidence in a work situation; provides industrial or business training; encourages students to develop skills, motivation, and maturity; and develops closer relationships among industry, business, and the college.

48

College of Lake County

Program for Creative Aging
Program in Women's Studies

College Information

Location: Grayslake, Illinois

Enrollment: 9,969

Area: Rural

Characteristics of student population:

Status: 22% full-time
78% part-time

Age: 52% 18-25 years
58% over 25 years

Family income: Not available

Minority groups: .2% American Indian
8.0% Black
1.0% Oriental
1.0% Spanish Surname

Program Information

Populations served: 7% liberal arts students; 7% vocational/technical students; 86% non-degree oriented new and continuing adults (both programs)

Number responsible for conducting the program (full-time equivalent): Aging: (3) faculty; (1) administrator; (1) secretary. Women's: (5) faculty; (1) administrator; (1) secretary

When and how established: 1977 (Aging) 1975 (Women's)

Program-developed materials: Aging:

1. Brochure produced 3 semesters/year describing programs
2. Course objectives and descriptions, curriculum plans, materials used in course, evaluations. Programs consist of credit free seminars presented at the college and subcontracted to various agencies for presentation to their constituencies

Women's:

1. Each sem[illegible] semesters) we publish a brochure of all courses and descriptions of these courses
2. Each program has a complete file:
   Course description and objectives, all materials used in course, curriculum plans, evaluations. Programs consist of credit-free seminars, workshops, and credit courses.

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person: Diana Mrotek, Director of Community Education

19351 W. Washington
Grayslake, Illinois 60030
(312) 835-2791

The Program for Creative Aging at the College of Lake County was developed to promote the creative process of aging for all adults. The focus, therefore, is not on a specific age group, but on the process of aging, which begins at birth. Although programs that fill older adults' needs are emphasized in the initial phase, the ultimate goal is to promote understanding and communication between people of all ages.

The program currently consists of five components: one-half tuition for credit courses for adults age 60 and over; "Rules of the Road" for older adults; courses offered at the college; plans to subcontract specially designed programs to various agencies in Lake County that serve older adults; and federally funded (Title IVA) training courses offered to professionals, volunteers, and older adults.

The Program in Women's Studies offers both credit and non-credit courses. A certificate is awarded those persons who successfully complete a 15-hour program of courses focusing on both the traditional and changing roles of women in our culture. As an academic program, this collection of courses was established to re-evaluate the traditional disciplines from the special perspectives of women, and to treat the contributions of women individually within each field.

Offerings are of two types: workshops, which are six hours in length, and non-credit courses, which require a longer time commitment. Each offering is designed to meet special educational needs. The program goal is to help people examine various alternatives in their lives. Without credit restrictions, the curriculum can be planned flexibly to allow greater response to the needs expressed by participants. Pressure on participants is minimal, since there are no exams or little homework. Any of the offerings are appropriate to include on a résumé, however, and certificates of completion are available at the end of each course.

Oakton Community College

Adult Career Resource Center

College Information

Location:	Morton Grove, Illinois			
Enrollment:	11,694			
Area:	Suburban			
Characteristics of student population:	*Status:*	16% full-time 84% part-time	*Age:*	74% 18-25 years 26% over 25 years
	Family income:	Not available	*Minority groups:*	Not available

Program Information

Populations served:	10% liberal arts students; 10% vocational/technical students; 20% community adults.
Number responsible for conducting the program (full-time equivalents):	(1) administrator; (1) counselor
When and how established:	1976
Program-developed materials:	Work sheets and handouts for use in career decision-making, tracking down a job, résumé writing, and job interview
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person:	Patricia R. Handzel, Director, Non-Traditional Student Program Morton Grove, Illinois 60053 (312) 967-5120 Ext. 350

The Adult Career Resource Center at Oakton Community College offers academic and career counseling, vocational testing, and referral services to men and women in the community who need assistance in changing careers or lifestyles.

Persons of all ages and backgrounds—homemakers, teachers, social workers, retired business owners, and others—have received life-planning assistance from the Center. They all have a common need for information about returning to school or work, changing jobs or careers, or seeking additional training.

Workshops offered on a continuing basis during the past year were on these topics: New Career Options for Teachers, Career Development and Decision-Making Day, Tracking Down the Job, Skills Assessment, Résumé Writing, Group Testing, Orientation to College, and other job-hunting workshops.

Materials available in the Adult Career Resource Center include: books for career changers and job hunters, cassette tapes on tracking down a job, vocational interest tests, career files on a variety of occupations, information about Chicago-area colleges and universities, non-traditional degree programs for adults, vocational training programs, and referral to other sources.

Iowa Central Community College

Project Inquiry

College Information

Location:	Fort Dodge, Iowa			
Enrollment:	2,711			
Area:	Rural			
Characteristics of student population:	*Status:*	74% full-time 26% part-time	*Age:*	90% 18-25 years N/A% over 25 years
	Family income:	Not available	*Minority groups:*	0% American Indian 2% Black 0% Oriental 0% Spanish Surname

Program Information

Populations served:	Began January 1978 with pilot group of 20 students (5-science, 5-math, 5-English, 5-social studies)
Number responsible for conducting the program (full-time equivalents):	(12) faculty were trained in EBCE Project Inquiry Process
When and how established:	1978
Program-developed materials:	Experiential Manual-English Experiential Manual-Science Experiential Manual-Social Studies Experiential Manual-Math Resource person guide, academic content outlines in English, science, social studies, math
Availability of and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person:	Carl H. Larson, Assistant Superintendent, Curriculum and Instruction 330 Avenue "M" Fort Dodge, Iowa 50501 (515) 576-3103

Iowa Central Community College's Project Inquiry students spend 18 weeks (one semester), six hours per week, at job sites, and one hour per week in session with college teachers developing the activity contract. Students may change sites each week or they may spend a number of weeks at a particular site, depending on the nature of the sites and the nature of their academic programs.

Each elective course is constructed in terms of basic concepts, subconcepts, and interest areas. The Inquiry handbook delineates for each interest area (1) a performance objective, (2) job sites within the community where objectives can be attained, and (3) alternate laboratory activities to substitute in the event local job sites are not available.

To aid in the selection of job sites, the student is provided with individual job site guides that detail occupations, resource persons, academic resources (correlated to the pre-established performance objectives), and a list of special resources available.

The student uses the Inquiry-Quest mode of learning to discover, examine, and apply performance-based academic content in the context of the business and industry community, utilizing a concept-centered, performance-based curriculum validated by community college content experts.

Seward County Community College

Mobile Career Van Program

College Information

Location: Liberal, Kansas

Enrollment: 894

Area: Rural

Characteristics of student population:

Status:
28% full-time
72% part-time

Age:
70% 18-25 years
30% over 25 years

Family income:
5% less than $5,000
30% $5,000 to $9,999
30% $10,000 to $14,999
25% $15,000 to $19,999
10% $20,000 and over

Minority groups:
0% American Indian
10% Black
1% Oriental
5% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students; 20% liberal arts faculty; 40% vocational/technical faculty; 10% administrators

Number responsible for conducting the program (full-time equivalents): (1) counselor; (1) career counselor aide

When and how established: 1974

Program-developed materials:

1. Cross reference index listing careers alphabetically, according to D.O.T. number, and according to Holland General Occupational Themes
2. Bulletin boards reflecting the available career choices in the specific courses offered at SCCC have been developed

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Don King, Career Counselor

Box 1137
Liberal, Kansas 67901
(316) 624-1951 Ext. 49

The Seward County Community College Career Van Program is designed to serve the high school and college population in a rural area.

The program uses a motor home as a mobile classroom. It is equipped to accommodate six students at individual audiovisual stations.

Currently, the Career Van has materials on some 1,500 different careers. Included are 350 filmstrips with cassettes, 200 cassettes, and several 16mm movies. Complete sets of Chronicle Guidance and Careers Monoliths, plus over 1,000 pamphlets from various industries, are available.

As a followup to the career interest testing, which is part of freshman orientation, each student is required to spend a minimum of one hour in the Career Van to become familiar with the available materials. Students are encouraged to return to the Van whenever they have questions concerning career choices.

The Career Van is used in twelve area high schools to promote career awareness and to provide information on careers which students have already contemplated going into.

The career counselor takes the Van to each of the high schools about three days each semester. Each student chooses a career that he or she is personally interested in and researches it during the hour. The materials for that particular career, located through a cross-reference index, are given to the student to determine whether that is the career he or she would really like to pursue.

Community College of Baltimore

TAR Program (Teaching-Application-Reinforcement)

College Information

Location: Baltimore, Maryland

Enrollment: 9,152

Area: Urban

Characteristics of student population:

Status:
44% full-time
56% part-time

Age:
2% 16-17 years
50% 18-25 years
48% over 25 years

Family income:
35% less than $5,000
30% $5,000 to $9,999
20% $10,000 to $14,999
10% $15,000 to $19,999
5% $20,000 and over

Minority groups:
*% American Indian
75% Black
*% Oriental
*% Spanish Surname
*5% combined

Program Information

Populations served: Less than 1% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (20) faculty; (1) administrator; (1) counselor

When and how established: 1977 — new program

Program-developed materials: Informational materials

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Jack W. Friedman, Assistant Dean of Faculty and Director of Cooperative Education

Lombard Street and Market Place
Baltimore, Maryland 21202
(301) 396-1821

The cooperative education program at the Community College of Baltimore was initiated in 1977 during the spring semester as a pilot activity, and is being developed further with the assistance of a federal grant for fiscal year 1978. Most of the co-op activity is currently at the Harbor Campus, one of the two campuses of the college, but the program will be expanded to the Liberty Campus next year.

Students who wish to obtain on-the-job experience related to their major areas of study must have first successfully completed 12 semester hours, including specialized courses in their curriculums. The system used is the alternating scheme: one semester of study, one semester of work. The student will receive three credits (add on) for this experience if he/she works at least 120 hours; attends 15 hours of career seminars; and writes a term paper of no fewer than 500 words about work experiences, the organization in which he/she worked, and the nature and future of the occupation in which he/she was engaged. Additional evaluations are made by the employer and by faculty coordinators. This experience with another employer—even in a different occupation—may be repeated after one additional semester of study.

Career education is also provided in several introductory courses: Career Planning and Personal Development; Topics in Social Sciences; Introduction to the Technologies, and others. In many introductory vocational-technical courses, instructors make it a point to discuss related careers in their classrooms.

Aquinas Junior College

College Information

Location: Milton, Massachusetts

Enrollment: 409

Area: Suburban

Characteristics of student population:

Status: 100% full-time

Age: 98% 18-25 years
2% over 25 years

Family income:
5% less than $5,000
15% $5,000 to $9,999
30% $10,000 to $14,999
40% $15,000 to $19,999
10% $20,000 and over

Minority groups:
0% American Indian
1% Black
1% Oriental
5% Spanish Surname

Program Information

Populations served: 100% vocational/technical students; 100% vocational/technical faculty

Number responsible for conducting the program (full-time equivalents): (1) administrator

When and how established: 1976

Program-developed materials:
1. Textbooks in career planning area—a bibliography has been compiled for student, faculty, and employer use.
2. Externship letters, rules, and results are composed and filed.
3. A formalized course is given to all seniors and a text is being developed.

Availability of information and assistance: Descriptive information and instructional materials are available at cost; assistance available

Contact person: Elinor Quigley, Director of Placement, Career Planning and Development

Milton, Massachusetts 02186
(617) 698-7322

The adoption of modular scheduling in the last few years has changed the perspective at Aquinas Junior College, particularly in the externship program. Students enrolled in medical and social service secretarial, medical assisting, and fashion merchandising courses now participate in the program for one module. All other students receive their experience from after-class employment through the Career Planning and Development (CPD) program.

Services of the CPD program are coordinated through a formal CPD course, which is required of all seniors. This course, which is coordinated with various other college programs, teaches the student how to find a position; what types of positions are available; new opportunities open to women; how to complete a job interview successfully; and the process from the job search to the acceptance of a job opportunity. These aspects of career education are emphasized by lectures from personnel directors and other employers in the business world. All students in the program are tested and interviewed individually. The program culminates with a Career Day, participated in by 75 to 100 employers. Because of the students' training and preparation, employers are eager to hire them, and enthusiastically accept invitations to Career Day. The success of the program is determined by the successful placement of graduates and by the fact that very few of the graduates return for future placement—since they know how to get a job themselves.

Another important part of the program is a course on "The Contemporary Image," which aims to help the student present his/her best image, physically and mentally, for each occasion.

Bunker Hill Community College

1) Career Education Planning Information Center (CEPIC)
2) Community Educational Services Program (CESP)
3) Arts Alive Project
4) Labor Studies Program
5) How to Start Your Own Business
6) International Studies Project

College Information

Location: Charlestown, Massachusetts

Enrollment: 5,960

Area: Urban

Characteristics of student population:

Status: 42% full-time; 58% part-time

Age: 60% 18-25 years; 40% over 25 years

Family income: Not available

Minority groups: .4% American Indian; 2.0% Black; .4% Oriental; 1.0% Spanish Surname

Program Information

Populations served:

1) 100% liberal arts students; 60% vocational/technical students; minimal usage by faculty; some community members, referrals by CETA.
2) N/A 3) N/A 4) N/A 5) N/A
6) 8% liberal arts students; 4% vocational/technical students; 10% of BHCC faculty

Number responsible for conducting the program (full-time equivalents):

1) (1) administrator; (1) counselor; (3) work-study students
2) (2) faculty; (1) administrator; (½) counselor; (½) instructional designer
3) (1) faculty; (20) community based artists, musicians, actors, dancers, photographers
4) (1) administrator; (1) consultant
5) (2) faculty; (2) administrators; (5) business/industry/labor personnel
6) (1) administrator; (1) consultant

When and how established:

1) N/A; 2) 1974; 3) 1977-78; 4) 1978-79; 5) 1975; 6) 1977-78

Program-developed materials:

1) Informational handouts; information workshops held periodically
2) CESP resource manual describes cooperating community agencies and lists services, contact persons, and training opportunities. CESP Bulletin reports current program news from community sites and from the BHCC Charlestown Campus. Instructional materials have also been developed
3) These are being written
4) Curriculum materials and program brochure are being written
5) Not available
6) Faculty have written their own instructional materials. Audiovisual materials, as well as competency-based materials, have been developed. Inquiry learning materials being written.

Availability of information and assistance:

All descriptive information and instructional materials available at cost for each program; assistance available

Contact persons:

1) Elodia Thomas, Coordinator-CEPIC
2) William Craft, Dean of the Open College, and Tony Steward, Director of CESP
3) Linda Ostrander, Chairperson, Dept. of Fine and Performing Arts
4) Rosemary Verducci-Russo, Assistant to the President
5) Edward Kerr, Business Administration, and Peter McLaughlin, Dept. of Continuing Education
6) Ann Kelleher, Project Director

Rutherford Avenue
Charlestown, Massachusetts 02129
(617) 241-8600

The Career Education Planning Information Center (CEPIC) at Bunker Hill Community College offers life-planning counseling aimed at helping students make significant decisions related to careers, leisure, college transfer, or jobs. Staff members counsel, advise, test, interview, and provide informational services. CEPIC houses a library of occupational information resources, college catalogs, career and college search materials, employment outlook publications, and job listings. A wide variety of audiovisual materials is also available.

The Community Educational Services Program (CESP) was developed by the Open College to provide support and recognition for the many quality programs offering community-based training in the Greater Boston area. CESP assists organizations in the design and implementation of their education activities, and makes academic credit available to students who successfully complete training that has been evaluated by the program.

Students who complete training evaluated by CESP may petition the college for academic credit. This simple process establishes an official transcript record for each student, and the credit earned is then applicable to all Bunker Hill programs and may be transferred to other institutions.

Interaction and cross-registration of campus-based and community-based students are encouraged. Whenever space is available, students enrolled at Bunker Hill's Charlestown campus are encouraged to take advantage of the training programs in cooperation with CESP. Such participation gives students an opportunity to become part of a unique community learning environment not available on campus. In addition to training seminars and workshops, many organizations make internship arrangements available. For example, students might assist staff and attend training sessions at an area day center. Credit for this kind of experience is given through departmental internships or through petition for CESP credit.

Staff of Bunker Hill's Arts Alive program have scheduled performances, workshops, demonstrations, exhibits, etc. in more than 54 public and private agencies in the community.

In addition to their work in the local area, the CETA-funded staff members assist at BHCC during spring art, music, and theater productions. They also work with the audiovisual department, help stage a musical production, arrange concerts, and offer a fine arts series Wednesdays at noon.

The Labor Studies Program (LSP) represents another Bunker Hill effort to serve community members whose educational needs have not yet been met. Developed cooperatively by organized labor, faculty, staff, and consultants from the University of Massachusetts, the program is designed to meet the needs of elected union leaders, labor relation activists, personnel specialists, etc.

Unpaid union volunteers and officers, workers aspiring to elected office, negotiation team members, grievance committee persons, and others can benefit from LSP training. Graduates can expect to become more effective union members, leaders, business agents, personnel workers, etc. BHCC credits may be earned through labor courses taken at Boston Labor Guild at the Cooperative School of Industrial Relations and the Boston Community School. These courses may be elected on a credit base upon application, payment of tuition, and fulfillment of course requirements.

"How to Start Your Own Business" is a five-session seminar cosponsored by Bunker Hill Community College and the Small Business Administration (SBA). Speakers from the SBA, the business world, and the college faculty work with students interested in starting their own businesses, but who don't know where to begin. Offered nine times a year, the seminar covers: success factors, business obligations, use of records, legal and tax considerations, evaluation and promotion of small business, and methods of borrowing.

Bunker Hill's International Studies Curriculum Development Project offers a workshop series in which Massachusetts Community College faculty are invited to participate. Volunteer faculty attend five Saturday workshops during a semester and receive a stipend of $75 per workshop. Goal of the project is to provide faculty the opportunity to write international studies content into their courses for the following semester.

The first two workshops are led by consultants in the fields of competency learning, international studies, and behavioral objective writing with pre- and post-testing. The information provided in the first two workshops becomes the basis for a methodology for participating faculty to implement during the following three sessions when they actually write international studies units.

Middlesex Community College

Widening Opportunity Research Center (WORC)

College Information

Location: Bedford, Massachusetts

Enrollment: 4,857

Area: Suburban

Characteristics of student population:

Status: 20% full-time
80% part-time

Age: Not available

Family income: Not available

Minority groups:
*% American Indian
*% Black
*% Oriental
*% Spanish Surname
*Less than 1% each group

Program Information

Populations served: 49% liberal arts students; 49% vocational/technical students; 1% vocational/technical faculty; 1% administrators

Number responsible for conducting the program (full-time equivalents): (1) administrator; (1) secretary

When and how established: 1972

Program-developed materials:
1. Personal growth and career exploration (self-assessment survey)
2. An internship program (LIVE)

Availability of information and assistance: Descriptive information available free; assistance available

Contact persons:
Lila Hexner, Project Director
Susan Capon, Project Director

Divison of Continuing Education
Bedford, Massachusetts 01730
(617) 275-2590

The Widening Opportunity Research Center (WORC) at Middlesex Community College addresses the problems of individuals who are elderly, unemployed, divorced, widowed, or "newly poor." Originally developed by volunteers as a women's center, WORC has expanded to include programs for both men and women.

Basic to evaluating an individual's particular needs is WORC's counseling program. One-to-one counseling is provided, as well as workshops on career and life planning, training in employment-seeking skills, and conferences dealing with retirement. Mobile vans travel to senior centers, social service agencies, and educational institutions to provide similar services.

Job training is designed to encourage confidence-building along with competence in a job area. Part-time scheduling allows retraining for the underemployed, the re-entry housewife, or the career changer. Occupational competency rather than over-specialization is stressed to avoid the need for constant retraining. WORC provides information on jobs, establishes business and community linkages, and maintains a bank of résumés.

The WORC resource library contains printed materials on education, careers, employment, financial or legal aid, and consumer news. Additional services include an information and referral service, a bimonthly newsletter, a weekly column, and a speaker's bureau.

The volunteer program is an integral part of the overall design of WORC. The training of volunteers is important to the perpetuation of a cost effective service center; it also helps to make more meaningful the interrupted lives of participants by providing a transitional bridge from volunteer training to internship or employment. In addition to the incentive of two tuition-free courses at the college for every 50 hours of volunteer work, there is the opportunity for volunteers to participate in the comprehensive semester-long training program, "Venture."

By demonstrating a cost effective way to make lifelong learning a reality for adults, WORC has helped to promote the development of WORC-like programs throughout the community college system in Massachusetts.

Grand Rapids Junior College

CARE (Career-Articulation-Reinforcement-Enterprise)

College Information

Location: Grand Rapids, Michigan

Enrollment: 7,900

Area: Urban

Characteristics of student population:

Status:
48% full-time
52% part-time

Age:
60% 18-25 years
40% over 25 years

Family income:
5% less than $5,000
25% $5,000 to $9,999
20% $10,000 to $14,999
40% $15,000 to $19,999
10% $20,000 and over

Minority groups:
.12% American Indian
8.00% Black
0% Oriental
1.00% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (3) faculty; (.5) administrators; (10) counselors

When and how established: 1976

Program-developed materials:
1. Career resource bulletin
2. Career exploration course and outline

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person:
André Van Niekerk
Assistant Dean, College Services
143 Bostwick, N.E.
Grand Rapids, Michigan 49503
(616) 456-3789

The Career Articulation Reinforcement Enterprise (CARE) was instituted at Grand Rapids Junior College in 1976. The program offers guidance for students who enter the college with no career commitment. Such students may choose either or both of the options below:

1. Sign up for Education 100, a course in career exploration that takes the student through needs assessment, evaluation, decision-making skills, and skill application; and
2. Spend a predetermined period of time in the career resource center to continue the process started in No. 1 above. In some cases the student merely uses the center to find pertinent information on the career areas in which he/she has an interest.

There is a constant flow of students from the counseling center to both the career resource center and the educational developmental center where free tuition is available. Faculty are involved in the process, monitoring student progress in the classroom. They also assist in counseling and advising. The system is one of total referral.

Internships are negotiated and arranged for with the local business and industrial community. In most instances students are paid for the work they perform; in some cases students get credit for the experiences if appropriate arrangements have been made.

College Information

Location: Coon Rapids, Minnesota

Enrollment: 2,700

Area: Suburban

Characteristics of student population:

Status:
43% full-time
57% part-time

Age:
59% 18-25 years
33% over 25 years

Family income:
7% less than $5,000
8% $5,000 to $9,999
*% $10,000 to $14,999
*% $15,000 to $19,999
*% $20,000 and over

*67% Combined

Minority groups:
.48% American Indian
.85% Black
.70% Oriental
.18% Spanish Surname

Program Information

Populations served: Not available

Number responsible for conducting the program (full-time equivalents): (1) administrator; (4) counselors

When and how established: 1976

Program-developed materials: Informational brochure

Availability of information and assistance: Descriptive information available free; assistance available

Contact persons:
Carlyle Davidsen, Dean of Students
Norman R. Nelson, Counselor

11200 Mississippi Blvd., NW
Coon Rapids, Minnesota 55433
(612) 427-2600

The career development program at Anoka Ramsey Community College is a collection of experiences combining the classroom, career center, orientation, and internship facilities. The program uses some existing and some new facilities and services.

An orientation session is held for new students arriving on campus. During this session, students learn about the information and services offered by the career development program.

The Career Development Center maintains files of standard occupational information such as the *DOT, OOH,* and *Career Briefs,* as well as books, pamphlets, college catalogs, and college search publications. A computer-based career resource system matches job characteristics with personal characteristics to produce an occupational prospect list. For each occupation there is a description, preparation, program of study, and school information. In addition, a cassette videotape deck allows students to view tapes on various topics, such as "Choosing a Career."

The career development class offers two credits and is taught by counselors, the objective being to introduce students to career development techniques and materials, and to point out the effects of one's needs and values on career choice.

The cooperative education department offers part-time work experience for one or two quarters in students' chosen career fields so they may realistically evaluate their career choices.

Itawamba Junior College

EBCE (Experience-Based Career Education)

College Information

Location: Fulton, Mississippi

Enrollment: 2,335

Area: Urban/Rural

Characteristics of student population:

Status:
61% full-time
39% part-time

Age:
70% 18-25 years
30% over 25 years

Family income:
20% less than $5,000
20% $5,000 to $9,999
20% $10,000 to $14,999
30% $15,000 to $19,999
10% $20,000 and over

Minority groups:
1% American Indian
15% Black
1% Oriental
1% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 30% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (2) faculty; (1) administrator; (1) counselor; (1) on-site analyst

When and how established: 1976

Program-developed materials: Not available

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person: James Pettigrew, Cooperative Education Director

Fulton, Mississippi 38843
(601) 862-3101

Experienced-Based Career Education (EBCE) at Itawamba Junior College is an open-entrance, open-exit program for young adults: high school graduates, vocational, technical, and academic students, and high school dropouts. The program provides for on-site work experience, career exploration, current occupational information, and an individualized curriculum.

The orientation includes:

— a general orientation to career exploration
— testing (ability, aptitutde, and interest inventories) to foster self-awareness and self-direction
— exploration of values
— an introduction to diverse occupations
— an introduction to resources available to provide current occupational information
— an introduction to cooperative education

With the help of a learning coordinator, students explore one or more occupations, based on interests, aptitudes, abilities, values, and needs.

Young adults, whether enrolled at IJC or not, may arrange their weekly schedules to participate in EBCE. A minimum commitment of six hours per week is strongly encouraged.

Each student has periodic meetings with a learning coordinator, with the time used to plan student learning experiences and review student progress. Guidance services are also available to the student during this time.

St. Louis Community College at Meramec

The Career Information Center

College Information

Location: St. Louis, Missouri

Enrollment: 9,631

Area: Suburban

Characteristics of student population:

Status:
37% full-time
63% part-time

Family income:
14% less than $5,000
11% $5,000 to $9,999
32% $10,000 to $14,999
28% $15,000 to $19,999
% $20,000 and over
15% No Reply

Age:
66% 18-25 years
33% over 25 years

Minority groups:
*% American Indian
4% Black
*% Oriental
*% Spanish Surname
*3% combined

Program Information

Populations served: Almost 100% liberal arts students; vocational/technical students; liberal arts and vocational/technical faculty/administrators; 40% classified staff; almost 100% high school counselors in service area

Number responsible for conducting the program (full-time equivalents): (1) faculty; (.25) administrator; (2) counselors; (.50) counselor intern; (.50) library technical assistant; (1) clerical and student assistant

When and how established: Career Information Center opened in 1974; Center expanded as a Career Educational model, using an outreach approach, in 1976

Program-developed materials:

1. CIC publicity brochure
2. *The Montage* Career Insert
3. CIC users' guides
4. Brochures summarizing results of follow-up studies
5. College transfer information sheets prepared by educational advisors
6. CIC NEWSLETTER (monthly publication)

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person: Michael Rooney, Director of Counseling

11333 Big Bend Blvd.
St. Louis, Missouri 63122
(314) 966-7577

Meramec College's Career Information Center (CIC) is the "hub" around which career information, career counseling, job development/placement, and follow-up studies have been coordinated. CIC assists students in:

- making decisions on professional careers;
- obtaining current labor market and career data;
- coping effectively with the job search process; and
- evaluating their experiences for the benefit of fellow students and the institution through systematic follow-up studies.

The CIC is both a site and a vehicle for services. Counselors, interns, and placement personnel teach credit courses in career exploration/life planning skills, as well as decision-making and job search skills in classes. The "Careers on the Move" project takes the CIC onto campus.

At "CIC Events of the Month" sessions, community members speak to students and faculty about their work; counselors interview workers on the job, placing their reports or tapes in the CIC. The monthly "Newsletter" is distributed to faculty and mailed to local high schools, colleges, and service clubs. Workshops and tours have provided information to more than 100 visitors. The recent acquisition of SIGI (System of Interactive Guidance and Information) is expected to provide even more services to students, and also develop a consortium of high school users.

Southeast Community College Lincoln Campus

Career Planning Center

College Information

Location: Lincoln, Nebraska

Enrollment: 1,229

Area: Urban

Characteristics of student population:

Status: 56% full-time, 44% part-time

Age: 63% 18-25 years, 37% over 25 years

Family income: Not available

Minority groups: 3% American Indian, 9% Black, 1% Oriental, 2% Spanish Surname

Program Information

Populations served: 100% vocational/technical students; 100% community service (non-registered clients)

Number responsible for conducting the program (full-time equivalents): (.25) administrator; (2) counselors; (1) clerical support

When and how established: 1977

Program-developed materials:

1. Curriculum guideline developed for career planning class
2. Program brochure outlines new Career Exploration Program
3. Informational brochure outlines services provided by Career Planning Center
4. Abstracts and drafts of program development, curriculum materials and career development processes

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:

David Buettner, Campus Director
Gerald Gruber, Director, Student Services

P.O. Box 82107
Lincoln, Nebraska 68501
(402) 474-1361

The Career Planning Center at the Lincoln Campus of Southeast Community College began operation in September 1977, funded by a CETA grant. The overall goal of the Center is to allow adults an opportunity to identify and explore occupations, and to expose them to career information and planning processes so they will make intelligent career plans. The target group is both those adults who are seeking entry into the world of work and those who may be re-entering the labor force.

Experience in the admissions office indicates a great need for this service. Women re-entering the labor force, handicapped individuals, disadvantaged persons, such as dropouts and older workers, have requested comprehensive career planning services, including diagnostic testing and career information and exploration.

The program serves adults age 16 and over, in school and out, who need both intensive and extensive occupational guidance prior to entering training and/or employment. Objectives of the program are: (1) to allow participants maximum opportunity for self-assessment, i.e., interests and aptitudes; (2) to broaden their knowledge of occupational opportunities through systematic career information systems; (3) to provide opportunities for hands-on career exploration through mediated packages and community-based experiences; (4) to train them in career planning processes; and (5) to assist them in developing, executing, and following up a personalized career plan.

The Career Planning Center staff consists of a project director/counselor, an evaluator/counselor, and a clerical support person. The Center accepts referrals from all community agencies, as well as walk-ins resulting from college publicity. The length of the program varies according to the time needed by each participant.

Western Nevada Community College South Campus

Alternative Career Exploration

College Information

Location: Carson City, Nevada

Enrollment: 2,447

Area: Suburban/Rural

Characteristics of student population:

Status: 12% full-time
88% part-time

Age: Not available

Family income: Not available

Minority groups: 1.5% American Indian
1.0% Black
1.0% Oriental
1.0% Spanish Surname

Program Information

Populations served: 45% liberal arts students; 55% vocational/technical students; 100% liberal arts and vocational/technical faculty

Number responsible for conducting the program (full-time equivalents): (3) FTE faculty; (1.2) FTE administrators

When and how established: 1977

Program-developed materials: Modification of Northwest Regional Educational Laboratories for EBCE

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person: Barbara Taylor, Project Coordinator

2201 W. Nye Lane
Carson City, Nevada 89701
(702) 885-5070

Experience-based career education as practiced at Western Nevada Community College (South) is designed for students who are undecided on a career and want the opportunity to experience several occupations first-hand. The community serves as the classroom for students examining various fields of work. Students are placed at job sites of their choice to observe and investigate actual work situations. Learning levels follow the career explorations when the student returns to particular sites for more indepth learning experiences.

Each student's learning is individually planned in terms of three content areas: basic skills, life skills, and career development. Students work with a learning manager to identify their interests and abilities and to negotiate learning goals.

Students can earn six units of credit per semester. This requires 12-14 hours a week in the community at various learning sites and 1-3 hours in the classroom. The remaining time is spent in consultation with the learning manager and in study. Experience-based career education satisfies part of the required elective credit for the associate in applied science and associate in general studies degrees. Any student who would benefit from career exploration may also apply for this course.

New Hampshire Vocational Technical College-Claremont

Vestibule Program

College Information

Location: Claremont, New Hampshire

Enrollment: 345

Area: Rural

Characteristics of student population:

Status:
97% full-time
3% part-time

Age:
70% 18-25 years
30% over 25 years

Family income:
4% less than $5,000
20% $5,000 to $9,999
30% $10,000 to $14,999
40% $15,000 to $19,999
6% $20,000 and over

Minority groups:
.33% American Indian
.75% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: Not available

Number responsible for conducting the program (full-time equivalents): (6.5) faculty; (1) administrator; (1) counselor

When and how established: 1972

Program-developed materials:
1. A series of exploratory courses covering 20 vocational areas offered in the voc-tech system
2. A slide-tape unit for introducing college faculty to the special needs student

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available.

Contact person:
Arthur G. Jillette, Jr., Dean, Special Services

Hanover Street Extension
Claremont, New Hampshire 03743
(603) 542-7744

The Vestibule Program at New Hampshire Vocation Technical College (Claremont) is designed to provide handicapped students (hearing impaired, visually impaired, and learning disabled) an opportunity to explore career options. All entering students have completed secondary education in schools or programs for the handicapped. Students with unclear career goals, or those who have had few career education opportunities in the past, are encouraged to enroll.

During a five-week summer term, students are intensively evaluated to determine academic levels, career interests and aptitudes, and to assess their rate of learning. Based upon information gained during the summer term, students spend their first terms of the academic year completing mini-courses designed to acquaint them with opportunities in 12 career fields. During the second term they narrow their choice down to three career fields. The second term courses allow students to sample typical learning situations they would encounter if they undertook a program of studies in these career areas. During the third term, students select a single career area for intensive study. Basic information regarding the career selected, such as vocabulary, tools, equipment, and entry-level skills and activities, are covered. Students are also placed in businesses or industries in their fields to observe careers in a real life situation.

In addition to exploring careers, students participate in an intensive program of academic remediation and personal social adjustment.

Brookdale Community College

1) Comprehensive Career Services Center
2) Vocational Guidance In-Service Training
3) The Career Clinic
4) Women's Center

College Information

Location: Lincroft, New Jersey

Enrollment: 9,081

Area: Suburban

Characteristics of student population:

Status: 37% full-time; 63% part-time

Age: 52% 18-25 years; 48% over 25 years

Family income: Not available

Minority groups: .1% American Indian; 6.3% Black; 1.0% Oriental; 1.6% Spanish Surname

Program Information

Populations served: Almost 100% vocational/technical students; 100% community

Number responsible for conducting the program (full-time equivalents): (15) faculty; (4) administrators; (8.5) counselors; (8) paraprofessionals (figures show combined staff for all programs)

When and how established: In order listed: 1971; 1977; 1975; 1974

Program-developed materials:

1) Co-op handbook and publicity materials; vocational exploration objectives; career planning guide; Employment Training and Career (ETC); telephone information center and orientation materials.
2) In-service training manuals and materials for counselors to use with students
3) The Career Clinic application and survey; The Career Clinic brochure; list of tests used; program rationale
4) N/A

Availability of information and assistance:

1) Descriptive information and instructional materials available at cost
2) N/A
3) Descriptive information and instructional materials available free
4) Assistance available on all programs

Contact persons:

1) Harvey Schmelter, Director for Career Services
2) Duncan F. Circle, Dean of Student Development
3) Arnold F. Gelfman, Director of Testing Services
4) Norma Klein, Director, and Reva Shapiro, Coordinator

763 Newman Springs Road
Lincroft, New Jersey 07733
(201) 842-1900

The Career Services Center at Brookdale Community College was established in 1971 to develop a comprehensive and systematic career education program for matriculating students and the community at large. In an effort to meet its goal, the Center has been charged with the following responsibilities:

1. Implementing the collegewide cooperative education program.
2. Providing full- and part-time job placement services for students and the community.
3. Coordinating the college's transfer placement program.
4. Collaborating with the admissions office to provide career assistance to potential Brookdale Community College students.
5. Developing a multi-media job, career, and transfer information resource (including a computer-based guidance and job bank service) for students and community members.
6. Providing inservice training to faculty in developing and implementing career exploration objectives in their courses.
7. Providing resources and programs for the college's student development specialists in becoming more effective career counselors.
8. Developing close working relations with high school guidance counselors from the sending districts.
9. Coordinating and monitoring the college's career program advisory committees.
10. Coordinating the college's manpower studies to determine the feasibility of new career programs.

To accomplish these goals, effective working relationships and resources have been established in conjunction with community agencies, as well as the New Jersey Job Service and the local chapter of Service Corps of Retired Executives (SCORE).

Career Services and the local CETA program have combined resources to establish the Employment Training and Career Telephone Clearinghouse (ETC), a service that enables residents to call for information about jobs, education, career opportunities, etc.

The Career Services staff continues to involve local high schools in Center activities. Programs such as Project CATCH encourage high school students to use Center resources in completing career assignments.

Brookdale Community College's student development area is providing training for high school counselors, vocational education teachers, cooperative work/study coordinators, and career resource centers by offering in-service workshops, which are described below.

1. Career Goal Indicators Workshop—Participants will become aware of career goals and how they relate to thorough and efficient education. The workshop will provide a background from which to develop sound goal indicators.

2. Career Needs Identification Workshop—Participants will become aware and knowledgeable of the relationship between goals and needs identification. The workshop will assist in the identification of the discrepancy between goals and existing performance.

3. Career Development Seminar—Participants will experience a wide variety of small group career activities suitable for use in counseling groups and in the classroom. Teaching strategies and materials will be discussed so participants can lead these seminars at their schools.

4. Career Resource Center Workshop—Participants will discuss and share ideas and experiences on how to organize a resource center, what services to offer, how to interest students and faculty in using the center, and make suggestions for continued operation and support of the center.

Brookdale's Career Clinic is a non-profit, self-sustaining career and educational counseling and testing program for the community. Prospective clients complete an application, which is reviewed by Clinic administrators to determine whether the Clinic's services can be of benefit. If the client is accepted, he/she meets with a Career Clinic counselor. On the basis of this interview and the information contained in the application, a testing battery is constructed in the areas of aptitudes, abilities, values, interests, and personality characteristics. Following the testing, which takes about 15 hours, the tests are scored and analyzed. Then the counselor meets again with the client, reviews the results of the tests, and assists the client in creating a "Career Plan of Action," which details those careers that the client is both capable of entering (perhaps with some training), and which would be most satisfying to him/her. Finally, the counselor writes a report that reviews the test scores and summarizes the career plan, which is sent to the client. The client population consists of high school students who wish to refine their career and educational goals, men and women who plan to change careers, and women who are reentering the job market.

The Women's Center at Brookdale provides services to women who want to plan effectively for the future. Some of the services include:

1. On-site counseling—Volunteer counselors aid women in understanding experiences, values, capacities, and interests, and to use the information they obtain in planning career or educational goals.

2. Outreach counseling—Through a grant from the Junior League of Monmouth County, a corps of League volunteers will be trained to provide career and education information services to women at centers in their local communities.

3. Programs and workshops—These focus on awareness, identifying skills, decision-making, résumé writing, job hunting techniques, mid-life crisis, divorce, etc.

4. Outreach programs—These include "Women's Center Comes to Your Town," presented at public libraries to supply information on jobs, training, community resources, etc.; workshops for low-income or handicapped women who cannot come on campus; and workshops in public schools, which provide information for parents—especially mothers—to assist their daughters with career exploration and educational planning.

Cayuga County Community College

W.I.N.D. Program (Women in New Directions)

College Information

Location: Auburn, New York

Enrollment: 2,829

Area: Rural

Characteristics of student population:

Status: 37% full-time
63% part-time

Age: 70% 18-25 years
30% over 25 years

Family income: Not available

Minority groups: 0% American Indian
2% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: Program is limited to 30 adult women

Number responsible for conducting the program (full-time equivalents): (2) faculty; (1) counselor

When and how established: 1977

Program-developed materials: Not available

Availability of information and assistance: Information not available; assistance available

Contact person: Laurel E. Ullyette, Coordinator/Counselor

Franklin Street
Auburn, New York 13021
(315) 253-7345

Women in New Directions (WIND) is funded through the Governor's Discretionary Fund of CETA. Three counties are involved in the project, which makes use of already existing one-year certification programs at Cayuga Community college.

The program's immediate goal is to alleviate the artificial barriers to the employment of women in traditionally male-dominated higher paying job areas by providing a training and transportation allowance, day care assistance, tutoring, counseling, and placement services. It also offers a framework for the development of group support and role models.

Participants must be CETA-eligible (economically disadvantaged and/or unemployed for at least one week). Enrollment is limited to 30 students because of the high cost of this experimental program.

Long-range objectives include an assessment of the needs of older returning students, women students, and educationally disadvantaged students. Appropriate academic and personal support programs for these non-traditional students are being developed.

LaGuardia Community College

1) Career Resource Center
2) Career-Related Work Experience Opportunities for all Students
3) Collaboration with the Business, Labor, Industrial Community
4) T.A.R. Program (Teaching-Application-Reinforcement)
5) Career Educational Network in Western Queens

College Information

Location: Long Island City, New York

Enrollment: 6,162

Area: Urban

Characteristics of student population:

Status:
82% full-time
18% part-time

Age:
70% 18-25 years
30% over 25 years

Family income:
15% less than $5,000
20% $5,000 to $9,999
30% $10,000 to $14,999
30% $15,000 to $19,999
5% $20,000 and over

Minority groups:
0% American Indian
30% Black
6% Oriental
25% Spanish Surname

Program Information

Populations served:

1) 80% liberal arts students and vocational/technical students; 20% liberal arts and vocational/technical faculty; 5% administrators; 100% counselors
2) 20% liberal arts students; 80% vocational/technical students
3) 20% liberal arts students; 80% vocational/technical students
4) 100% liberal arts and vocational/technical students
5) N/A

Number responsible for conducting the program (full-time equivalents):

1) (20) faculty; (1) administrator; (14) counselors; (10) business/industry/labor personnel
2) (4) administrators; (7) business/industry/labor personnel; (21) cooperative education coordinators
3) (10) faculty; (8) administrators (3) counselors; (25) business/industry/labor personnel (22) cooperative education coordinators
4) (100) faculty; (9) administrators; (20) cooperative education coordinators
5) (15) faculty; (3) administrators; (4) counselors

When and how established: 1) 1971; 2) 1971; 3) 1974; 4) 1976; 5) 1975

Program-developed materials:

1) "A Guide to Successful Career Planning," a structured workbook to introduce freshmen to career exploration process. A computer search and Ann Roe's Occupational Classification System are included in guide format. "A Faculty Guide to Career Education" lists helpful career resources
2) General descriptive brochures, including media write-ups of programs. Curricula-syllabi for the career educational cooperative education internship seminars (Work Values, Job Satisfaction, The Reality of Your Career Choice)
3) Literature and media reprints describing these collaborative efforts
4) New textbooks for introductory courses which incorporate program concepts. Field manual which structures internship observations for presentation and review in the coop seminars
5) For the local elementary schools a "Decision-Making Curriculum"—related to programs and services at the college. For the alternative high schools and other cooperative education high schools, a curriculum and workbook on "Introduction to the World of Work," "Coping Skills," and "Value Identification."

Availability of information and assistance:

1) descriptive information available free; instructional materials available at cost
2) descriptive information available free; instructional materials available at cost
3) descriptive information and instructional materials available free
4) descriptive information and instructional materials available at cost
5) descriptive information available free and instructional materials available at cost;

assistance available on all programs

Contact persons:

1) Jeffrey Kleinberg, Assoc. Dean, Student Services
2) H. N. Heinemann, Dean, Div. of Coop. Ed., and Irwin Feifer, Asst. Dean for Program Development
3) H. N. Heinemann
4) Irwin Feifer and Flora Mancuso, Asst. Dean of Instruction, and Jeffrey Kleinberg
5) Jeffrey Kleinberg and Irwin Feifer

31-10 Thomson Avenue
Long Island City, New York 11101
(212) 626-8568

LaGuardia Community College's Career Resource Center, the focal point for many of the career education programs and services at the college, has served more than 800 students, faculty, and community residents since July 1976.

As part of an extensive orientation and advisement program offered to all students, freshmen have the opportunity to evaluate the appropriateness of their majors and begin to explore and plan for their careers. An advisement team consisting of a student services counselor, a cooperative education coordinator, and a faculty advisor conduct career assessment sessions on a weekly basis and prepare students for visiting the Career Resource Center. Using a workbook, students identify realistic and appropriate career possibilities and research them through a variety of resources: a computer retrieval system, printed materials, trained peer counselors, etc.

Students return to the Center three months later as a required part of a cooperative education seminar. This seminar is offered concurrent to the student's first full-time work internship and focuses on the nature of and opportunities available at work. A later seminar deals with work values and students again use the Center.

Other Career Resource Center users are referred by classroom teachers as a course assignment, by local elementary and junior high faculty, and by community-based counselors.

A related program features career simulation—LaGuardia calls them "career samples"—and these exercises are housed in college laboratories or other equipped facilities.

Since it opened six years ago, LaGuardia has required all day-session students to spend three out of eight quarters as interns in full-time work (usually paid). Interspersed with quarters of full-time study, the internships are three different jobs in the same field for students who have chosen a career, and jobs in three different fields for those who have not.

During their first internship quarter, students attend weekly evening seminars that systematically integrate their experiences with one of several earlier introductory courses. In those earlier courses, the regular concepts and skills are *T*aught and *A*pplied and *R*einforced (T.A.R.) during their internship experiences.

All introductory courses—both liberal arts and career—have been "TARRED." For example, Introduction to Philosophy: Freedom and Human Action analyzes the concept of freedom. In their first internship quarter, students keep a journal on such questions as: Are work and freedom compatible? They end each week in an evening seminar (Individual Freedom and Work Experience) where they discuss their journal entries with other students. Similarly, Introduction to Data Processing acquaints students with the organization and working conditions in data processing departments, teaches survival and promotion skills, and presents career ladders in the field. In their first internship quarter, these students observe and analyze the work of personnel in a data processing department by developing an organizational flow chart indicating lines of responsibility. They also participate in weekly seminar sessions to discuss their analyses.

Beginning with the office of the president and the division of cooperative education at LaGuardia, coordinated efforts toward enhanced collaboration with business, labor, and industrial segments have continually evolved. These efforts range from the recently established Industry-Education Council (comprised of LaGuardia administrators and key policy makers of the industrial community) to the 400+ firms participating in the college's comprehensive cooperative education program.

LaGuardia's cooperative education program provides full-time credit-bearing internships for all its 3,500 day students, each of whom is required to take three internships for nine credits as a requisite for the A.A. degree. The program is defined operationally as the reality-test vehicle of the career education components provided by the other divisions of the college; namely, career exploration and the teaching of career education concepts and skills in the classroom. For example, a student takes the required Introduction to Co-Op preparatory course prior to his/her first internship and is required to take a career development seminar in the evening, concurrent with each of his/her three internships. Beyond job tasks, the program uses the work setting as a meaningful arena for assessing the applicability of concepts learned in the classroom (the T.A.R. approach).

Through a network in western Queens, LaGuardia has developed working relationships with other schools in the area to correlate career education programs offered.

Articulation agreements have been established between the college and cooperative education high schools. In conjunction with high school staff, LaGuardia developed a curriculum on "The World of Work," "Coping Skills," and "Values Identification." Students who complete the courses and related internships are awarded three advanced-standing credits by the college.

Working with local elementary schools, LaGuardia has developed a curriculum on decision-making that uses the resources of the college. Classroom activities, which include role-playing and educational games, plus field visits to the college campus are helping to bridge the gap between the early and late years of schooling.

Mohawk Valley Community College

Women in Science and Technology Workshop
Career Exploration for Women

College Information

Location: Utica, New York

Enrollment: 7,408

Area: Urban

Characteristics of student population:

Status:
43% full-time
57% part-time

Age:
95% 18-25 years
5% over 25 years

Family income:
40% less than $5,000
27% $5,000 to $9,999
19% $10,000 to $14,999
12% $15,000 to $19,999
2% $20,000 and over

Minority groups:
.1% American Indian
2.0% Black
.3% Oriental
.3% Spanish Surname

Program Information

Populations served: 5% liberal arts students; 80% vocational/technical students; 15% re-entry women students, high school faculty

Number responsible for conducting the program (full-time equivalents): (8) faculty; (1) administrator

When and how established: 1977

Program-developed materials: Pamphlet and poster

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Carol D. Young, Director of Women's Programs

1101 Sherman Drive
Utica, New York 13501
(315) 792-5524

Women from local high schools, colleges, businesses, and the community were invited to attend the first annual Women in Science and Technology Workshop sponsored by Mohawk Valley Community College.

The Workshop's objective was to stimulate women's interest and understanding in scientific and technological careers by: (1) providing role models of successful women scientists and technicians; (2) reinforcing an appreciation of math and computers as key tools for entry into those careers; and (3) giving information on preparation for those careers.

Guest speakers included the college president, a technical placement counselor from Kodak, and a mathematician. Several one-hour sessions were offered during the day, and participants could choose to attend a computer workshop, math workshop, or three different panels composed of career women.

The computer workshop gave participants a hands-on introduction to a simple computer program, while the math workshop covered some fundamental concepts with games and exercises. Panelists were chosen for their potential as positive role models on diverse educational and professional levels. Descriptive career pamphlets and college catalogs were available in informational displays.

Mohawk Valley Community College also offers a six-week course geared to women who want to explore actively new career possibilities. Entitled "Career Exploration for Women," the course examines life-planning, decision-making, values clarification, and job hunting.

Niagara County Community College

Career Search Center

College Information

Location: Sanborn, New York

Enrollment: 3,835

Area: Suburban/Rural

Characteristics of student population:

Status:
67% full-time
33% part-time

Age:
65% 18-25 years
35% over 25 years

Family income:
5% less than $5,000
15% $5,000 to $9,999
30% $10,000 to $14,999
40% $15,000 to $19,999
10% $20,000 and over

Minority groups:
2% American Indian
10% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 100% community adults

Number responsible for conducting the program (full-time equivalents): (1) administrator; (2) counselors

When and how established: 1975

Program-developed materials: Brochures, posters, and signs for display purposes

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: John F. Hoffman, Career Counselor

223 Ranch Trail, West
Williamsville, New York 14221
(716) 688-7343

The Career Search Center, established at Niagara County Community College in 1975, is housed in the counseling center. Two counselors and one technical aide provide a complete range of counseling and referral services for the largest population. The objectives of the Career Search Center are:

1. To provide the adult citizens of the county professional diagnostic and referral counseling services related to career planning, career decision-making, job opportunities, and job placement.
2. To compile and disseminate career information job profiles and job trends on the regional and national levels.
3. To provide much needed continuity and a capstone for the K-12 career education projects by fostering career development, both in theory and practice, for all adults throughout their lifetimes.

It is generally agreed among psychologists of vocational choice that prior to actual job placement and successful work performance one must engage in several essential internal processes: clarifying one's values, setting appropriate career goals, enhancing feelings of self-worth, and seeking out career information. Such processes are often unrecognized or ignored among people entering the labor market for the first time or re-entering the market after a job change. The Center will be primarily involved in making people aware of and identifying these internal processes so they will be better equipped to make intelligent and realistic career choices.

College Information

Location: Schenectady, New York

Enrollment: 2,745

Area: Urban

Characteristics of student population:

Status:
33% full-time
67% part-time

Age:
54% 18-25 years
46% over 25 years

Family income:
7.4% less than $5,000
38.4% $5,000 to $9,999
11.5% $10,000 to $14,999
30.8% $15,000 to $19,999
11.5% $20,000 and over

Minority groups:
.6% American Indian
3.7% Black
.9% Oriental
1.1% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students

Number responsible for conducting the program (full-time equivalent): (3) faculty; (1) administrator; (2) part-time personnel

When and how established: 1973

Program-developed materials:

1. Cooperative Education: An Employer's Guide. Information for co-op employers concerning the college's co-op program, academic calendars, and student course descriptions
2. Cooperative Education: A Student's Handbook. Information for students on mechanics and policies of the college's co-op program
3. The Career Placement Office. Information to assist co-op graduates with permanent placement

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:

Doris L. Eder, Dean of Faculty
Albert M. Demont, Acting Director of Cooperative Education

Schenectady, New York 12305
(518) 346-6211 Ext. 250

Schenectady County Community College is committed to the concept of cooperative education—students alternating between periods of full-time study and full-time work. Students are required to complete successfully two 13-week co-op experiences in full-time paid employment.

The program has three primary objectives:

1. The college believes students should have the opportunity to test the world of work early in their careers, thus interrupting their long span of study and bringing them into contact with colleagues who have different philosophies, who have had diverse experiences, and whose ages vary from those of the students.
2. The college seeks to provide a basis upon which the students may evaluate the appropriateness of their chosen careers through actual work experience, before they have invested significant amounts of time and money in formal study.
3. The college believes that a successful work experience can be a strong motivational factor for students returning to college, if the experience has helped to make clear the relationship between courses of study and work involved in the students' chosen careers.

Beaufort County Technical Institute

Career Day

College Information

Location: Washington, North Carolina

Enrollment: 1,045

Area: Rural

Characteristics of student population:

Status:
52% full-time
48% part-time

Age:
53% 18-25 years
47% over 25 years

Family income:
35% less than $5,000
45% $5,000 to $9,999
15% $10,000 to $14,999
4% $15,000 to $19,999
1% $20,000 and over

Minority groups:
.001% American Indian
28.2 % Black
.004% Oriental
0% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students; 100% liberal arts and vocational/technical faculty and administrators.

Number responsible for conducting the program (full-time equivalent): (2) counselors

When and how established: 1977

Program-developed materials: Not available

Availability of information and and assistance: Descriptive information available free; assistance available

Contact person: Charlotte Damato, Counselor

P.O. Box 1069
Washington, North Carolina 27889
(919) 946-6194

Career Days are scheduled during the winter and spring quarters at Beaufort County Technical Institute. On those days, representatives from institutions, industries, and the armed services are invited to the campus to supply students with information and to answer their questions about career opportunities. Prior to Career Day, students, faculty, and staff are told who will be visiting the campus during the week.

After talking with representatives in various fields, students have a better understanding of what is expected from a potential employee. Faculty members become aware of job openings and of requirements for entering specific occupations, and can assist with the transition from student to qualified employee.

A representative from the Institute works with the visiting employer to compile an inventory of facts that will help students understand the objectives and operation of the company. When completed, the fact sheet is filed in the Career Development Center for use by students who may have missed Career Day or for reference by students who may enroll later.

After each Career Day, a follow-up questionnaire is mailed to participating companies. Results of the completed questionnaires help Institute staff determine the effectiveness of the event to both students and businesses. Some of the items on the questionnaire are: (1) How many students did you employ? (2) How many students completed applications? and (3) Would you return next year for Career Day? A student survey is also incorporated into the evaluation process.

Wilson County Technical Institute

Occupational Evaluation Center

College Information

Location: Wilson, North Carolina

Enrollment: 1,306

Area: Urban

Characteristics of student population:

Status:
44% full-time
46% part-time

Age:
28% 18-25 years
72% over 25 years

Family income:
34% less than $5,000
29% $5,000 to $9,999
19% $10,000 to $14,999
18% $15,000 to $19,999
0% $20,000 and over

Minority groups:
0% American Indian
32% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 30% vocational/technical students; community referrals and special students

Number responsible for conducting the program (full-time equivalents): (2) counselors

When and how established: 1974

Program-developed materials: Packaged materials are currently used. Development of career materials is expected to be an integral part of the program.

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available on limited basis

Contact persons:

Rufus S. Swain, Dean of Instruction
Mike Maclaga, Occupational Counselor

902 Herring Avenue
Wilson, North Carolina 27893
(919) 291-1195

The Occupational Evaluation Center was originally established at Wilson County Technical Institute to provide work sample evaluations to disadvantaged, handicapped, and unemployed and underemployed persons. The scope of the program has been expanded to include exploratory and evaluative experiences, such as work sample evaluations, career information, testing, and counseling services to all members of the community.

Most clients have little or no vocational information and lack direction. Through methods outlined above, information and counseling services help clients make appropriate career decisions.

Community involvement includes support from such agencies as Vocational Rehabilitation, Opportunities Industrialization Center, Migrant and Seasonal Farmworkers Association, Wilson-Greene Mental Health, W.C.T.I., Job Service, Human Resources Development, high schools, and veterans' programs.

Cuyahoga Community College/ Eastern Campus

Career Planning and Placement Center

College Information

Location: Warrensville Township, Ohio

Enrollment: 4,643

Area: Suburban

Characteristics of student population:

Status: 18% full-time; 82% part-time

Age: 40% 18-25 years; 60% over 25 years

Family income: Not available

Minority groups: 1% American Indian; 33% Black; 1% Oriental; 1% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 40% vocational/technical students; 30% liberal arts faculty; 70% vocational/technical faculty; 30% administrators

Number responsible for conducting the program (full-time equivalents): (1) faculty; (2) administrators; (2) counselors; (1) business/industry/labor personnel

When and how established: 1976

Program-developed materials:
Career Planning Center brochure
Cooperative education brochure
Career campaign guidebook for graduates
Career skills literature
Life/Career development study
Career Planning & Placement Center proposal
Career forum series brochure
College recruitment schedule
Functional activities outline
Career Resources Laboratory plan

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:
Eugene W. Malone, Dean, Community & Student Services
John V. Rose, Director, Student Life & Career Planning

25444 Harvard Road
Warrensville Township, Ohio 44122
(216) 464-1450

The Career Planning and Placement Center at the Eastern Campus of Cuyahoga Community College is staffed by a team of professionals who seek to empower individuals with the skills and techniques necessary for independent life/career decision-making.

This empowerment concept focuses on four different levels of career decision assistance: confusion, information, validation, and security. In addition, emphasis is placed on self-knowledge, outlook and preparation for careers, transfer to other colleges and universities, leisure planning, and decision-making.

The career counseling function includes activities that help students eliminate or clarify confusion. The cooperative education and volunteer experiences help students gain information or verify their career choices and educational plans. The business and industry placement programs help students verify choices, gain employability skills, and obtain positions. A Career Resources Laboratory is in the planning stage.

This combination of services approach offers a number of other dividends: it improves communication with business and industry; helps staff grow professionally; provides a one-location assistance center for students; improves departmental budgeting; and improves administration evaluation and planning.

Sinclair Community College

Advising and Assessment Program for Experientially Trained Adults

College Information

Location: Dayton, Ohio

Enrollment: 13,777

Area: Urban

Characteristics of student population:

Status:
30% full-time
70% part-time

Age:
50% 18-25 years
50% over 25 years

Family income:
20% less than $5,000
20% $5,000 to $9,999
35% $10,000 to $14,999
20% $15,000 to $19,999
5% $20,000 and over

Minority groups:
0% American Indian
25% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: In 1967-77 approximately 300 assessments were completed; in 1977-78 approximately 500 assessments will be processed

Number responsible for conducting the program (full-time equivalents): (75) faculty; (1) administrator; (2) counselors

When and how established: 1976

Program-developed materials:
1. *A Guide to Receiving Credit for Prior Learning*, a handbook for adult learners
2. Descriptive brochure

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person:
Barry Heerman, Project Director for Experience-Based Education

444 West Third Street
Dayton, Ohio 45402
(513) 226-2769

Sinclair Community College recognizes that the development of competence is not necessarily a product of classroom activity. Often adult students have developed competence through work experience (e.g., a penal institution director, a bank president, a fire chief, etc.), but there are numerous adult students who have learned experientially through volunteering (e.g., day care workers), enrollment in in-service and continuing education courses (e.g., engineering and business students), or by self-directed reading (e.g., a mother of a special child who read 160 books and periodicals about special children).

While students who have learned experientially typically have positive self-concepts with regard to their career or work endeavor, they often have depreciated views of themselves as learners. They frequently are unclear about educational alternatives available to them.

Accordingly, the college involves these persons in a three-credit course called "Portfolio Development." Two helping, caring faculty persons guide and support the student in this process, during which the student identifies life/career goals, describes prior learning, and documents that learning in the portfolio. Documentation may include third party validation (in letter form), products (e.g., computer programs, crafts, paintings, architectural drawings, ledgers, journals, etc.), newspaper articles, licenses, awards, continuing education certificates, etc. A committee and individual faculty assess and advise students. Credit is awarded if the learning is judged college-equivalent.

Claremore Junior College

Cooperative Education

College Information

Location: Claremore, Oklahoma

Enrollment: 2,001

Area: Urban

Characteristics of student population:

Status: 64% full-time
36% part-time

Age: 40% 18-25 years
56% over 25 years

Family income: Not available

Minority groups: 5.0% American Indian
6.0% Black
.5% Oriental
.5% Spanish Surname

Program Information

Populations served: Open to all students who desire work experience related to their academic major

Number responsible for conducting the program (full-time equivalent): (25) faculty; (1) administrator

When and how established: 1975

Program-developed materials:

1. Brochures for students and employers explaining the operation of the program
2. Cooperative Education Handbook explaining rules, policies, and regulations of the program

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Richard A. McNeil, Dean of Cooperative and Technical Education

College Hill
Claremore, Oklahoma 74017
(918) 341-7510 Ext. 316

The cooperative education program at Claremore Junior College is a unique plan of educational development. It is designed to enhance self-realization and direction by integrating classroom study with planned and supervised experience in educational, vocational, and cultural learning situations outside the formal classroom environment. It is based on the principle that individuals can be developed most effectively through an educational pattern that, at regular intervals, provides for contact with the reality of the world beyond the boundaries of the campus. Through these controlled and structured experiences, students bring an enrichment to the classroom that fosters their total development.

The program is called "cooperative education" because it is dependent upon the cooperation of both outside agencies and educators to produce a superior total educational program for the students. Interrelated in both experience and study content, the program is carefully planned and supervised to produce optimum educational results for each student. The college attempts to make assignments that are related to the student's career objectives, thus providing experience that enhances knowledge acquired in the classroom.

The program is evaluated continuously. Improvements are introduced from time to time, insuring that it will always be the best system the faculty, cooperative employers, administration, and students can devise to suit the needs of those who attend the college.

College Information

Location: Tulsa, Oklahoma

Enrollment: 8,398

Area: Urban

Characteristics of student population:

Status: 27% full-time; 73% part-time

Age: 33% 18-25 years; 67% over 25 years

Family income: Not available

Minority groups: 2% American Indian; 7% Black; 1% Oriental; 1% Spanish Surname

Program Information

Populations served: 42% liberal arts students; 33% vocational/technical students; 3% liberal arts faculty; 1% vocational/technical faculty; 1% administrators; 20% high school counselors, prospective students, people from community.

Number responsible for conducting the program (full-time equivalents): (1) counselor, (1) paraprofessional

When and how established: 1977

Program-developed materials:

1. Career search video tape used at counseling conference to explain career counseling process at TJC
2. Slide presentations (2) to be used in presentation of systems to visitors, classes, and faculty
3. Hand-out materials (3) describing the services of the Career Center and purpose and description of SIGI and GIS

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person:

Dean P. VanTrease, Executive Vice President

909 South Boston Avenue
Tulsa, Oklahoma 74119
(918) 587-6561

Tulsa Junior College is attempting to match more effectively the talents and interests of people with career opportunities through the use of computerized guidance systems. As part of its Career Center Services, the college is using SIGI (Systems of Interactive Guidance Information) and GIS (Guidance Information System) programs for occupational, educational, and career information.

SIGI is based on a humanistic philosophy, a theory that emphasizes individual values. Combining a vast store of occupational data and a programmed system for processing information, SIGI offers a framework for a highly personalized, interactive service to its users. The main purposes of SIGI are to increase students' freedom of choice, and to improve their competence in the process of making informed and rational career decisions. The GIS system allows access to vast files of information on occupations, two- and four-year colleges, graduate schools, and military careers. The user can find information on training, aptitudes, and other requirements for his/her chosen occupation.

There is a need to alter traditional approaches to career guidance. The services described above are helping to meet that need by:

— encouraging students to organize their thinking on educational and vocational plans;

— presenting a wider variety of career and educational alternatives than those ordinarily considered;

— allowing users of the system more nearly complete and up-to-date information than exists in most schools;

— reducing levels of tension persons often experience by informing them of realistic alternatives sufficiently early in their school experience to permit modification of career plans; and

— providing equal opportunity for women to gain access to occupational, educational, financial, and labor market information.

Mt. Hood Community College

Computerized Career Information System

College Information

Location: Gresham, Oregon

Enrollment: 10,235

Area: Urban/Suburban/Rural

Characteristics of student population:

Status: 37% full-time
63% part-time

Age: 45% 18-25 years
55% over 25 years

Family income: Not available

Minority groups: 2% American Indian
4% Black
1% Oriental
1% Spanish Surname

Program Information

Populations served: Available to 100% of liberal arts and vocational/technical students

Number responsible for conducting the program (full-time equivalents): (1+) faculty; (2+) counselors

When and how established: 1975

Program-developed materials:
1. Materials for specific C.W.E. courses
2. Materials for C.I.S.

Availability of information and assistance: Descriptive information and instructional materials available at cost

Contact persons:
Mike Stevenson, Director, Research and Planning
Jack Miller, Dean, Instruction

26000 S.E. Stark
Gresham, Oregon 97030
(503) 667-7298

Mt. Hood Community College provides a Career Information System that serves all district residents. The computerized system, developed by the State of Oregon, supplies information upon request on working conditions, salaries, job openings, available training, and educational entrance requirements for many career possibilities.

In addition, the college offers work experience courses in almost all vocational curriculums. Students can also enroll in a course entitled "Creative Job Search," which has proven very popular.

Southwestern Oregon Community College

High School/Community College Articulation Program

College Information

Location: Coos Bay, Oregon

Enrollment: 3,612

Area: Rural

Characteristics of student population:

Status:
19% full-time
81% part-time

Age:
56% 18-25 years
44% over 25 years

Family income:
20% less than $5,000
26% $5,000 to $9,999
25% $10,000 to $14,999
19% $15,000 to $19,999
10% $20,000 and over

Minority groups:
5.00% American Indian
.35% Black
1.00% Oriental
.65% Spanish Surname

Program Information

Populations served: 100% vocational/technical students

Number responsible for conducting the program (full-time equivalent): (25) college faculty; (1) administrator; (3) counselors; (20) business/industry/labor personnel (1) at the Intermediate Education District, and (54) faculty at feeder high schools

When and how established: 1974

Program-developed materials: Annual reports, including historical development of the project, four-year curriculum guide sheets spanning the junior year of high school through two years of community college

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: Sam E. Cumpston, Assistant Dean of Instruction

Coos Bay, Oregon 97420
(503) 888-3234

Southwestern Oregon Community College, cooperating with eight high schools in a 100-mile area, began the first year of an on-going articulation program in career and vocational education in June 1974. To initiate the program, 16 high school and community college faculty members visited four industries in Portland. During this week of mutual activity, faculty-to-faculty trust barriers were dissolved and friendliness was generated.

Back on campus, the group prepared four-year curriculum guide-sheets in several career fields to map out programs beginning with the student's junior year in high school and continuing through two years in the community college.

The program uses advanced placement crediting to eliminate unnecessary repetition of high school courses at the college level, and to give the student a headstart toward an associate degree, diploma, or certificate. Fifty high school and college faculty members have produced articulated curriculum guidesheets in business, electronics, machine tools, automotive mechanics, and welding. An annual skills contest day at the college is a powerful motivational ingredient for faculty cooperation in the curricula named above.

The program has grown steadily since its inception, and progress is expected to continue.

80

Bucks County Community College

Career Development Center

College Information

Location: Newtown, Pennsylvania

Enrollment: 8,284

Area: Rural

Characteristics of student population:

Status: 43% full-time
57% part-time

Age: 65% 18-25 years
35% over 25 years

Family income: Not available

Minority groups: 1% American Indian
1% Black
1% Oriental
1% Spanish Surname

Program Information

Populations served: Not available

Number responsible for conducting the program (full-time equivalents): (1) administrator; (1) counselor

When and how established: 1977

Program-developed materials: "Job Hunting Skills" slide presentation— 15 minute presentation on steps in searching out a job.

Video tapes for Information about Employment and Work (VIEW)—series of interviews with individuals in various career fields in which they describe their job from a personal viewpoint

Handouts on résumé writing and job hunting skills

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Ronald A. Turak, Director, Career Development

Swamp Road
Newtown, Pennsylvania 18940
(215) 968-5861 Ext. 472

The Career Development Center at Bucks County Community College is coordinated to provide the counseling and advisement a student needs. A placement office located within the Career Development Center assists students in developing potential employment contracts.

The prime objective of the Center is to aid students in making life and career decisions. Among the materials and services available to help in this process are:

1. Printed information about jobs and careers, including salaries, educational requirements, working environment, employment opportunities, and where to acquire additional information.
2. Audiovisual materials on specific occupations, as well as on such topics as values and employment interviews.
3. Speakers from industry, government, and service agencies, who are invited on campus to discuss various career areas with students.
4. Individual counseling that provides direction in career choices on the basis of knowledge of self and occupational information.
5. Workshops that assist students in developing career goals and employment search techniques.
6. Career Center staff, who assist faculty and encourage career development activities within the classroom structure.
7. Interest and personality inventories administered and used in the counseling process.

Although the above services and support are provided to all students, staff members of the Center emphasize to the students that they have final responsibility in making decisions that will affect their life and future direction.

Piedmont Technical College

Career Development Center

College Information

Location: Greenwood, South Carolina

Enrollment: 1,745

Area: Suburban

Characteristics of student population:

Status:
73% full-time
27% part-time

Age:
50% 18-25 years
50% over 25 years

Family income:
15% less than $5,000
49% $5,000 to $9,999
20% $10,000 to $14,999
12% $15,000 to $19,999
3% $20,000 and over

Minority groups:
0% American Indian
34% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 25% vocational/technical students; 10% vocational/technical faculty; 10% administrators

Number responsible for conducting the program (full-time equivalents): (1) administrator; (.50) counselor

When and how established: 1977

Program-developed materials:
1. Brochures describing the resources and services of the Career Development Center
2. Self-help manual to assist students in career planning.

Availability of information and assistance: Descriptive information and instructional materials are available free; assistance available

Contact person: Barry W. Russell, Director, Career Development Services

P.O. Drawer 1467
Greenwood, South Carolina 29646
(803) 223-8357

The Career Development Center at Piedmont Technical College was created to serve as a centralized source of career materials and development services for helping students increase self-awareness and career planning skills. Services of the Center permeate several key student services functions, including recruiting, admissions, counseling, and job placement. The Student Services Division is responsible for the Center.

Although the Center attempts to serve a number of "publics," primary emphasis is on helping Piedmont students who are undecided about their career/program choice. A wide range of career materials has been collected to assist students in this category. Efforts have been made to provide materials in a variety of formats to accommodate a diverse clientele.

In addition to career resources available, a guide has been developed that permits the student to make a self-assessment of interests, skills, values, and temperaments. If necessary, this assessment is followed by a variety of appropriate inventories and exercises intended to increase the student's self-awareness. At this point, the student is asked to make three tentative occupational choices for further exploration.

To assist in this exploration stage, occupational analysis forms are provided for each of the three choices. Materials located in the Center assist in gathering information. When the analysis forms are complete, students are asked to summarize their feelings about each choice and an attempt is made to relate the occupational findings to their self-awareness assessment. A career counselor discusses the results with the student.

Trident Technical College

Career Development Media Project

College Information

Location: Charleston, South Carolina

Enrollment: 4,676

Area: Urban

Characteristics of student population:

Status:
56% full-time
44% part-time

Age:
52% 18-25 years
47% over 25 years

Family income:
15% less than $5,000
30% $5,000 to $9,999
25% $10,000 to $14,999
25% $15,000 to $19,999
5% $20,000 and over

Minority groups:
.01% American Indian
44.00% Black
1.00% Oriental
1.00% Spanish Surname

Program Information

Populations served: 100% liberal arts and vocational/technical students

Number responsible for conducting the program (full-time equivalents): Not available

When and how established: 1977

Program-developed materials: The project will produce locally relevant information on careers in local business and industry:

1. Career information briefs
2. Sound slide presentations
3. Videotapes

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person: John L. White, Career Development Coordinator

2325 Delano Street
Charleston, South Carolina 29405
(803) 747-1196

The Career Development Media Project is designed to produce locally relevant career information for students attending Trident Technical College. The Project prepares various forms of media for use by students in determining career choice, ranging from printed career occupational briefs to videotape presentations highlighting several careers.

The produced media can be utilized by individual students in the career center, in group sessions by counselors, and in the classrooms by instructors.

Information is designed in a "school-to-career" type format so students can see how their studies relate to a career based upon successful completion of coursework. The necessity of basic skill development is incorporated into each media piece, stressing the need for these skills in selecting a career.

Local industry and businesses agreed to participate in the program by allowing college staff to photograph their facilities and also by providing technical assistance.

Eastfield College

Career Focus in High School (CFHS)
Women's Educational Equity Act (WEEA)

College Information

Location: Mesquite, Texas

Enrollment: 7,975

Area: Urban

Characteristics of student population:

Status:
30% full-time
70% part-time

Age:
62% 18-25 years
38% over 25 years

Family income:
10% less than $5,000
20% $5,000 to $9,999
50% $10,000 to $14,999
10% $15,000 to $19,999
10% $20,000 and over

Minority groups:
.5% American Indian
8.0% Black
.5% Oriental
3.0% Spanish Surname

Program Information

Populations served: 70% liberal arts students; 30% vocational/technical students (CFHS available to 100% of both) 20% liberal arts students (WEEA)

Number responsible for conducting the program (full-time equivalent): (1) counselor (WEEA); (2) counselors (CFHS)

When and how established:
CFHS — 1971
WEEA — 1977

Program-developed materials:
CFHS — Descriptive and instructional flyers have been developed
WEEA — In the developmental stage. WEEA program manual will be completed in the summer of 1978

Availability of information and assistance: Information not available; assistance available

Contact person:
Joe Tinnin, Director of Counseling
3737 Motley Drive
Mesquite, Texas 75150
(214) 746-3106

The Women's Center of Dallas received a grant to support a broad range of activities to remove sex bias and expand educational opportunities for women. Under the project, Women's Educational Equity Act (WEEA) is to develop a model for an Employment and Resource Training Service (ERTS) for women's centers, educational institutions, state and local agencies.

Project goals include publication of a development plan manual outlining the establishment of centers such as ERTS, and including programs designed and developed under the grant.

Eastfield Community College was selected as a sub-contractor for this project. As a comprehensive community college committed to educational equity for women, Eastfield is offering opportunities for extensive career exploration. Study areas will be built around a version of the career focus program developed by the women's centers.

Eastfield's Career Focus in High School program functions year-round. Each of the college's 11 counselors serves as a resource person to a feeder high school, extending career programs from the community college to the high school and dynamically supporting the career awareness and exploration activities of each school's own guidance program. Services from Eastfield are individualized to meet the unique needs of each high school.

The following are examples of career programs developed for feeder schools:

1. Bryan Adams Career Week. The entire counseling staff and faculty from all divisions provide direct career information to hundreds of students through media, personal contact, and group presentations.
2. System of Interactive Guidance and Information (SIGI). A computer-based system provides immediate feedback about the world of work, as well as important information about the student.
3. College-high school cooperation. An Eastfield counselor is teaching career planning in a high school English class, with emphasis on self-awareness, available resources, and decision-making and goal setting.

Eastfield is establishing avenues of communication with the secondary schools in the area, not just as a non-action, "paper" exercise, but with direct involvement of students, counselors, and parents, all of whom assist in the career planning process.

Richland College

Center for Choice (Comprehensive Career Center)
Career and Part-Time Employment Registry System (CAPERS)

College Information

Location: Dallas, Texas

Enrollment: 11,198

Area: Urban

Characteristics of student population:

Status: 33% full-time, 67% part-time

Age: Not available

Family income: Not available

Minority groups: 12.0% American Indian, 2.8% Black, 1.1% Oriental, 2.2% Spanish Surname

Program Information

Populations served: Available to 100% of liberal arts and vocational/technical students, liberal arts and vocational/technical faculty, administrators

Number responsible for conducting the program (full-time equivalent): (1) counselor; (4) paraprofessional-guidance associates

When and how established: 1975

Program-developed materials:

Choice:

1. Brochure describing programs, activities
2. *The Next Move*—self-paced instructional package for career decision making
3. Career contract form—self-paced one hour course on career decision making
4. Occupational insights folder—describes offerings of career week

CAPERS:

1. Brochure describing program activities
2. Brochure for in-house use with step-by-step instructions on procedures to use computerized system
3. Placement manual (how to set up a career placement service, including instructions for computerized approach)

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:

Gary G. John, Counselor-Coordinator, Center for Choice
Donna Israel, Director of Placement and Cooperative Education — CAPERS

12800 Abrams Road
Dallas, Texas 75243
(214) 746-4467

Since it was organized in 1975, the Center for Choice—a career center at Richland College—has been working to develop a more comprehensive approach to career and life planning.

Originally staffed by college counselors on a part-time basis—with one counselor acting as coordinator—the Center for Choice now has four paraprofessionals who work full-time and one counselor-coordinator. In addition, the other counselors at Richland direct career groups and activities as needed.

The distinctive feature of the Center for Choice is that it offers a central location for the student to find all aspects of student services that deal with career and life-planning: placement, cooperative education, testing, career information library, career groups (credit and non-credit), financial aid, veterans affairs, and career counselors. Thus the student does not have to run from place to place on campus, which would be difficult now that the student population is over 11,000.

Programming in the Center for Choice is a full-time effort aimed at giving students all the opportunities possible for examination and additional information on career and life-planning. Examples of some of the offerings are: life-planning, test anxiety, résumé writing and interviewing, career exploration, and self-esteem groups. Special features include an Occupational Insights Week, during which guest speakers come on campus; spotlights on various careers—programs that include faculty; presentations to classes on career aspects of various disciplines; and films and displays in the Center.

Richland's computerized job-matching system is called CAPERS (Career and Part-time Employment Registry System). The program is an endeavor to assure placement for students currently enrolled or who have completed study at the college. This systems approach is available to students through 17 terminals, conveniently located around campus, that list job openings with area employers. If students do not find on the list jobs that are compatible with their qualifica-

tions, placement officers store their names in a job bank where they can be easily activated.

The program format also provides for employment trend analysis, record keeping, and follow-up report generation capability. This not only insures continued effectiveness of the placement program, but also offers one determinant for curriculum development.

J. Sargeant Reynolds Community College

Career Development and Placement

College Information

Location: Richmond, Virginia

Enrollment: 8,750

Area: Suburban/Urban/Rural

Characteristics of student population:

Status: 32% full-time, 68% part-time

Age: 49.1% 18-25 years, 50.1% over 25 years

Family income: Not available

Minority groups: .2% American Indian, 31.7% Black, .8% Oriental, .3% Spanish Surname

Program Information

Populations served: 20% liberal arts students, 50% vocational/technical students; 10% liberal arts faculty, vocational/technical faculty, and administrators

Number responsible for conducting the program (full-time equivalents): (2) Placement office personnel—full- and part-time—entire college staff and resources in the community are involved in career development

When and how established: 1975

Program-developed materials:

1. A brochure explaining the program
2. A monthly newsletter to college staff
3. A booklet on preparation for employment given to all graduates and interested students
4. Audio and video tapes of all programs have been made

Availability of information and assistance: Information not available; assistance available

Contact person: Lillian W. Amburgey, Counselor in Charge of Career Development and Placement

Richmond, Virginia 23241
(804) 264-3240

J. Sargeant Reynolds Community College has an active career development program, although it began fairly recently and has a limited staff. The director of the program is primarily involved with business and industry in the community to aid in job development.

An advisory committee composed of leaders from the business community supplies the college information on employment trends and opportunities. Each library maintains a career center with current literature and reference materials. The college conducts seminars and provides counseling for the mid-life adult—particularly women and minorities—who need career guidance and employment.

A van has been outfitted as a "career mobile" and is taken into the community to bring career education to the individual as part of the outreach program. An active recruitment program is coordinated with area high schools, providing them with information on both academic and technical programs in higher education. There is also a testing center, and a computerized career information network is planned for 1978-79, to be tied in with the city and counties adjacent to the college.

Students can gain valuable work experience in their chosen fields through the cooperative education and in-service training programs. The work-study program, administered by the financial aid division, also provides students with on-the job training while in school.

Demonstrating its commitment to senior citizens, the college makes surveys to determine their needs and works closely with senior centers and other agencies in neighborhoods where the elderly live to make classes and activities available to them. These focus on pre-retirement and post-retirement information. Career development and placement opportunities are also available to these older adults.

87

Lord Fairfax Community College

Services for Adult Women in Career/Life Transitions

College Information

Location: Middletown, Virginia

Enrollment: 1,757

Area: Rural

Characteristics of student population:

Status: 27% full-time
73% part-time

Age: 40% 18-25 years
60% over 25 years

Family income: Not available

Minority groups: 0% American Indian
4% Black
1% Oriental
0% Spanish Surname

Program Information

Populations served: Not available

Number responsible for conducting the program (full-time equivalents): (3) counselors

When and how established: 1976

Program-developed materials: Slide presentation concerning alternative careers for women living in rural areas

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person: Wayne B. Ferrell, Jr., Institutional Researcher

P.O. Box 47
Middletown, Virginia 22645
(703) 869-1120

Because of the rapid changes in society during the past decade, Lord Fairfax Community College has instituted a counseling program for adult women to assist them in adjusting to career/life transition. The program is currently composed of three interrelated branches of activity. The three areas are:

1. Career Center—This was established by the college counseling staff to provide personal counseling and referral services, as well as printed materials, to aid women in career-related decisions.
2. College-Sponsored Seminars and Courses—The college counseling staff and the continuing education and community services division have jointly facilitated and/or sponsored workshops, seminars, non-credit, and credit courses concerning career/life transitions for women.
3. Women's Advisory Committee—The formation of this committee was sponsored by the college to assist in identifying continuing needs of adult women in the community. At its most recent meeting, the committee developed a list of 28 recommendations for the college concerning education for adult women.

Piedmont Virginia Community College

Women's Career Fair

College Information

Location: Charlottesville, Virginia

Enrollment: 2,636

Area: Suburban

Characteristics of student population:

Status:
27% full-time
73% part-time

Age:
45% 18-25 years
55% over 25 years

Family income:
27% less than $5,000
26% $5,000 to $9,999
32% $10,000 to $14,999
9% $15,000 to $19,999
6% $20,000 and over

Minority groups:
2% American Indian
10% Black
1% Oriental
0% Spanish Surname

Program Information

Populations served: 100% liberal arts students; 100% vocational/technical students. (Program is more attractive to female students)

Number responsible for conducting the program (full-time equivalents): (2) faculty; (1) counselor

When and how established: 1977

Program-developed materials:
1. "Readings for Women" bibliography of career personal development
2. List of participants in Women's Week

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:
Charles R. Dassance, Dean of Student Services
Jacquelyn B. Tulloch, Counselor

Division of Student Services
Route 6, Box 1-2
Charlottesville, Virginia 22901
(804) 977-3900 Ext. 278

One of the major concerns of professionals involved in student development at Piedmont Virginia Community College continues to be increasing the availability and use of current, relevant information for students engaged in career decision-making. Women—who come in increasing numbers to the college for the primary purpose of exploring career options—have been vocal about their needs for more and better information about both traditional and non-traditional occupations. While the career education materials currently being marketed for women supply much factual information about a variety of careers, printed materials are enhanced considerably when combined with the information, experiences, and assistance of women actually engaged in an occupation.

The first PVCC Women's Career Fair, held in the spring of 1977, was designed to increase women's awareness of potential career alternatives and provide participants with firsthand information about job activities. Another objective was to establish a strong network of communication among women working in the community that could serve to assist in the process of choosing or developing careers and entering the labor market.

Most of the 150 women in the service area of the college contacted to serve as career resource people for the fair responded positively to the idea of sharing their experiences informally with others. The women were grouped heterogeneously in areas throughout the "Learning Street" of the college—available for informal dialogues with individuals or groups. Women in catering and crafts provided products and skill demonstration, and contributed to the enjoyment of those attending as well. In addition, films relating to women and careers were shown continuously and career bibliographies for follow-up reading were distributed.

89

Southwest Virginia Community College

Preparation for Employment Course

College Information

Location: Richlands, Virginia

Enrollment: 2,003

Area: Rural

Characteristics of student population:

Status:
42% full-time
58% part-time

Age:
40% 18-25 years
60% over 25 years

Family income:
40% less than $5,000
20% $5,000 to $9,999
35% $10,000 to $14,999
5% $15,000 to $19,999
0% $20,000 and over

Minority groups:
0% American Indian
2% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 10% liberal arts students; 90% vocational/technical students; 50% administrators; special student categories as welfare clients—WIN

Number responsible for conducting the program (full-time equivalents): (5) faculty; (1) administrator; (5) counselors; (2) business/industry/labor personnel

When and how established: 1975

Program-developed materials: Course outline

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact persons:

Armand M. Opitz, Dean of Student Services
Pete LeRoy, Director of Placement and Career Education

Richlands, Virginia 24641
(703) 964-2555

The "Career Decision-Making" course offered at Southwest Virginia Community College is designed to help students develop a greater understanding of themselves and the world of work as a basis for career planning. If they understand their own interests, abilities, values, and goals, and how they relate to work opportunities, students are then more likely to develop satisfying careers. The purpose of this course is to assist them in developing their skills in locating and evaluating career information and in planning and making career decisions.

A second course, "Preparation for Employment," instructs students in the following areas: (1) self-preparation, (2) career information, (3) how and where to find job opportunities, (4) the letter of application and résumé, (5) preparation for interview, and (6) the follow-up process.

In addition to the two career courses, the college offers career counseling, placement, informational services, and occupational interest inventories.

Tidewater Community College

Seminar in Life-Career Planning

College Information

Location: Virginia Beach, Virginia

Enrollment: 6,607

Area: Suburban

Characteristics of student population:

Status: 34% full-time
66% part-time

Age: 55% 18-25 years
45% over 25 years

Family income: Not available

Minority groups: .2% American Indian
8.0% Black
2.0% Oriental
.5% Spanish Surname

Program Information

Populations served: 40% liberal arts students; 50% vocational/technical students; 10% non-curricular

Number responsible for conducting the program (full-time equivalent): (1) administrator; (4) counselors

When and how established: 1973

Program-developed materials:

1. Autobiographical information sheet
2. Interest and values pyramid
3. Work environment exercise
4. Model for information and job interview
5. Guide for synthesizing information and evaluating choice
6. List of resources available at Tidewater Community College
7. Career research guide
8. Adapted interest inventory interpretation

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person: Carolyn P. Pulley, Coordinator of Counseling Services

1700 College Crescent
Virginia Beach, Virginia 23456
(804) 427-3070 Ext. 155

The life-career planning seminar at Tidewater Community College teaches practical skills in selecting and entering a career.

There are three basic parts to the course. The first deals with personal needs assessment, values clarification, and identification of personal skills.

The second part acquaints students with career information resources and teaches them how to gather information from published sources and interview individuals; the students also learn techniques for analyzing and evaluating their researched career information in relation to their assessments of themselves.

The third part of the seminar teaches job search techniques needed for exploring job information sources, preparing a résumé, and participating in job interviews.

Discussion, structured exercises, lectures, oral reports, standardized inventories, handouts, reading assignments, role-playing, and audiovisual materials are all used to present information and to facilitate student learning.

Seattle Central Community College

Career Awareness, Human Development Center

College Information

Location: Seattle, Washington

Enrollment: 8,330

Area: Urban

Characteristics of student population:

Status:
42% full-time
58% part-time

Age:
37% 18-25 years
43% over 25 years
20% did not indicate

Family income:
60% less than $5,000
25% $5,000 to $9,999
10% $10,000 to $14,999
3% $15,000 to $19,999
2% $20,000 and over

Minority groups:
2% American Indian
16% Black
4% Oriental
1% Spanish Surname

Program Information

Populations served: 50% liberal arts faculty; 50% vocational/technical faculty; 75% staff in special programs

Number responsible for conducting the program (full-time equivalent): (1) administrator; (5) counselors

When and how established: 1973

Program-developed materials:

1. Two career planning workbooks: "Your Life: Choice or Chance" and "Career Planning and Personal Evaluation: Focus on Women."
2. "Program Sample Kits"—multi-media kits offering extensive information on seven representative Seattle Central vocational programs (not available for distribution): advertising art, early childhood care/education, auto body repair, mental health/human services, data processing, marine technology, and registered nursing.
3. *Women's Forum Quarterly*—a journal focusing on a variety of concerns of women students at Seattle Central; several issues particularly relate to career choice.

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact persons:

Mildred Olle, Project Director, HDC, and Assistant Dean of Students
Betty Richardson, Career Specialist

1701 Broadway
Seattle, Washington 98122
(206) 587-3851

The Career Center at Seattle Central Community College offers comprehensive career education services to the urban, largely adult population of the college. Services include the resource center, a network of community contacts, activities for the adult returning to school, programs to reduce work-related stereotyping, and faculty development.

The resource center invites students to participate in courses and workshops, and provides self-assessment tools, counseling, two career planning workbooks, local and national occupational information, and a network of local persons willing to share information about their jobs through on-site visits. This network, called the Visit Bank, is linked to computerized local occupational information and includes people working at many major jobs in Washington, as well as those engaged in "creative" careers.

Faculty development is an important aspect of the Career Center. Center staff believe that since faculty work with large numbers of students daily, they need access to current career information. Faculty also have contacts in business and industry, enabling them to act as career resources.

A number of development activities for faculty emphasize the cooperative approach. Through such cooperative programs, faculty share information and increase their awareness of student career concerns. Through extensive instructor participation, the college developed sample kits containing in-depth information on seven vocational programs, which include video and audio tape interviews with instructors, students, and program graduates.

Computerized local career information is a major resource at the college. Instructors have assisted in compiling the information by evaluating it for accuracy and recommending modifications and corrections. This involvement increases their knowledge of employment trends and encourages them to make use of the information.

92

Spokane Community College

College Exploratory Program (CEP)

College Information

Location: Spokane, Washington

Enrollment: 4,500

Area: Urban

Characteristics of student population:

Status: 85% full-time; 15% part-time

Age: 70% 18-25 years; 30% over 25 years

Family income: Not available

Minority groups: 0% American Indian; 1% Black; 0% Oriental; 0% Spanish Surname

Program Information

Populations served: 30% liberal arts students; 70% vocational/technical students

Number responsible for conducting the program (full-time equivalent) Information not available

When and how established: Information not available

Program-developed materials: Information not available

Availability of information and assistance: Information not available

Contact persons:

Ray La Grandeur, President
W. F. McMulkin, Dean of Instruction
Jacque Selle, Dean of Student Personnel Service

N. 1810 Greene Street
Spokane, Washington 99207
(509) 535-0641

The College Exploratory Program at Spokane Community College was initiated to assist the "educationally disadvantaged" in developing educational skills and communication competencies required for successful competition in postsecondary education and, ultimately, the job market.

The program consists of the following four phases:

1. Identification. Based on referral and evaluation of criteria, applicant is recommended to enter College Exploratory Program.

2. Counseling intake. Each person referred through Phase 1 meets with a counselor to select course routes in the program best suited to his/her needs.

3. Academic preparation. After each individual's needs are established, he/she enters the program selected in Phase 2. Individuals take courses as selected above to supplement, strengthen, and improve each area.

4. Placement feedback. During the quarter in which the individual is in the system, a one-to-one conference is arranged. At that time the counselor assists with assessment for continuing secondary training.

Suggested courses include college survival techniques, math fundamentals, oral communications, and self-assessment goal planning (first quarter); study skills, improvement of writing, and job success (second quarter).

The college's community outreach program encourages high school students to tour the campus and to make appointments with counselors for testing or to obtain information that may be of value in the decision-making process. Counselors also visit high schools and maintain a close working relationship with faculty members in the schools. The guidance department also offers one-day workshops for counselors from area schools to familiarize them with new programs, curriculum changes, etc.

The college enjoys an excellent working relationship with members of the business community, many of whom serve on the advisory committees of vocational programs. Because of the strong support and collaboration of community members, the college has had much success in training and placing its students.

Service for Adults in Career Education is another program at Spokane designed to help adults make responsible career choices. It is open to all adult women and men in the college district who are seeking vocational and educational opportunities.

"Dial Women," a program just beginning operation, will serve as a counseling and referral service to home-based women exclusively through telephone communication. Under- or non-employed women will be able to call peer paraprofessional counselors trained in counseling and advising target clientele.

Milwaukee Area Technical College

Career Education Department

College Information

Location:	Milwaukee, Wisconsin			
Enrollment:	31,468			
Area:	Urban			
Characteristics of student population:	*Status:*	55% full-time 45% part-time	*Age:*	Not available
	Family income:	Not available	*Minority groups:*	Not available

Program Information

Populations served:	Not available
Number responsible for conducting the program (full-time equivalents):	Not available
When and how established:	1971
Program-developed materials:	Bibliographies of library materials and films; lists of subjects on which speakers are available
Availability of information and assistance:	Descriptive information available free; instructional materials are not available
Contact person:	William Ramsey, District Director 1015 North Sixth Street Milwaukee, Wisconsin 53203 (414) 278-6320

The Career Education Department of the Milwaukee Area Technical College supplies district high schools with career information and library materials, as well as films for use in the schools on a free loan basis. This department also coordinates career day speakers for the schools and arranges for tours of the college facilities.

Each summer the college conducts a one-week program for teachers, counselors, and administrators of the local school districts. The purpose of the workshop is to help secondary educators infuse career education into their curriculums.

The college also sponsors a five-week summer program for secondary students, which is an exploratory experience. The objective of the program is to expose students to the many different careers that are available to them.

Wisconsin Indianhead Technical Institute

Career Assistance Center (CAC)

College Information

Location: Rice Lake, Wisconsin

Enrollment: 2,206

Area: Rural

Characteristics of student population:

Status:
77% full-time
23% part-time

Age:
60% 18-25 years
40% over 25 years

Family income:
10% less than $5,000
20% $5,000 to $9,999
40% $10,000 to $14,999
15% $15,000 to $19,999
5% $20,000 and over

Minority groups:
3% American Indian
0% Black
0% Oriental
0% Spanish Surname

Program Information

Populations served: 20% liberal arts students; 80% vocational/technical students

Number responsible for conducting the program (full-time equivalents): (4) faculty; (1) administrator

When and how established: 1973

Program-developed materials:

1. A conceptual model of career decision making was developed. This taxonomy of a career decision sets philosophical constructs of the activities.
2. Instead of spending time and money developing materials, we purchased commercial materials.

Availability of information and assistance: Descriptive information and instructional materials available at cost; assistance available

Contact person:

George Theis, Student Services Coordinator

1900 College Drive
Rice Lake, Wisconsin 54868
(715) 234-7082

As the guidance and counseling functions of staff at the post-secondary level become more varied, the need for a comprehensive counseling center becomes more obvious. The Career Assistance Center at the Rice Lake Campus at Wisconsin Indianhead Technical Institute is an example of how comprehensive a counseling center can be.

The components of WITI's Career Assistance Center include: vocational counseling, interest and aptitude assessment, work sampling, career awareness lab, job survival skills, community life skills, audiovisual career information lab, learning resource center, G.E.D. preparation and testing, office skill laboratory, and educational selection and location.

The career awareness lab involves a 30-hour learning experience that includes developing multiple bases for career decision-making, broadening of personal self-concept, and stimulating a self-inhibited approach to occupational choice.

In the job sample lab, 13 of the 15 occupational clusters identified by the U.S. Department of Labor are sampled. During the 16- to 24-hour process students assess their ability to work; identify their vocational interests and aptitudes; sample work in occupational areas; and locate added educational needs.

The learning resource center provides individualized instructional materials to aid in gaining or upgrading skills. Opportunities exist for high school equivalency diploma studies, G.E.D. testing, instructional help in vocational-technical curriculums, investigation or completion of specific courses of study, and completion of studies in basic skills such as reading, vocabulary, math and language arts.

The community life skills segment encourages responsible decision-making and independent living. The occupational information center provides resources for in-depth investigation of an occupation before entry into a number of business careers.

95

1977 – 1978 AACJC Career Education Survey

PROGRAM DESCRIPTION

Use a separate PROGRAM DESCRIPTION sheet for each program.

1. Type of Program (Please check, using descriptions in blue folder as a guide.)

	Career Resource Center
	Career Education Staff Development for Faculty
	Career Infusion in the Liberal Arts* Curriculum
	Career Related Work Experience Opportunities for All Students
	Services for Adults in Career Transition

	Breaking Career Stereotypes
	Collaboration with the Community
	Collaboration with Receiver and Feeder Schools
	Other (specify):

Take a look at the filled out sample yellow PROGRAM DESCRIPTION. Use it as a model to answer the questions below.

2. Program Title: _____

3. College: _____

4. City: _____ State: _____ Zip: _____

5. Contact Person(s):

(Name) _____

(Title) _____

(Address) _____

_____

(Telephone Number) _____

	Free	At Cost	No
6. If your program is listed in a national publication, will you supply descriptive information to other colleges on request?			
7. If your program is listed in a national publication, will you supply program-developed instructional materials to other colleges on request?			

* "Liberal arts" is used to designate programs which do not develop entry-level job skills.

8. Could someone from your campus assist other colleges with program development?
_____Yes
_____No

9.

POPULATIONS	Within each category below, what is the approximate percent of people served by this particular program during the 1977-1978 academic year?
liberal arts* students	
vocational / technical students	
liberal arts* faculty	
vocational / technical faculty	
administrators	
other (specify):	

10. In what year was this program established? (Note: If the new program grew from a much older program, give the date of the new part.)
Year: _____

11. Is participation in this program voluntary or required?
_____Voluntary
_____Required

12. Has the program received outside funding? (Check sources, and indicate year(s) this funding was received.)
Government
_____Federal (year(s): _____)
_____State (year(s): _____)

Non-Government
_____Individuals or groups (year(s): _____)
_____Philanthropic foundations (year(s): _____)
_____Business / industry / labor (year(s): _____)

13. How many of the following types of individuals are responsible for conducting the program? (Answer in terms of full-time equivalents. Do not count those being served.)

Number of full-time equivalents within each category
_____Faculty
_____Administrators
_____Counselors
_____Business / industry / labor personnel
_____Other (specify): _____

* "Liberal arts" is used to designate programs which do not develop entry-level job skills.

14. Are your career education efforts centrally coordinated?
_____No
_____Yes--If yes, describe the coordinating mechanism:

15. Have you developed informational or instructional materials for this program?
_____No
_____Yes--If yes, please list and describe the materials below.

16. In what type of area is your college located?
_____ Urban
_____ Suburban
_____ Rural

17. What are the characteristics of the students at your college? (Please indicate the percent of students falling into each of the categories listed below.)

A. Age
_____% 18–25 years
_____% over 25 years

B. Family Income (yearly)
_____% less than $5,000
_____% $5,000 to $9,999
_____% $10,000 to $14,999
_____% $15,000 to $19,999
_____% $20,000 and more

C. Minority Groups
_____% American Indian
_____% Black
_____% Oriental
_____% Spanish Surname

18. Description of Program Activities: Type up to 200 words in the space below, just as you would like it to appear in the descriptive listing. Do not repeat the information collected in questions 1–17. Keep in mind that this description of program activities will make up only one part of your program profile. (You may attach additional program information if you feel that it would help the program selectors understand the nature of your program.)

Please return before January 15, 1978 to:

Fran Schmerbeck
Policy Studies in Education
680 Fifth Avenue
New York, New York 10019

DEADLINE: JANUARY 15, 1978